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ABSTRACT

An internationalized dietetic technician (DT) program was developed at the Milwaukee Area Technical College through a process that included the design and development of international modules to be used through infusion or an individual unit approach in selected courses. The following procedures were used: a review of the literature on benefits of international education, models to internationalize curriculum, appropriate instructional design, and appropriate tools to evaluate program impact; establishment of formative committees to provide feedback during the developmental process; establishment of a process for the internationalization of the DT program; use of the framework developed by the author to internationalize the selected courses; establishment of a summative committee to provide feedback on program content and face validity; and development of plans for program implementation and evaluation. Of 15 technical courses in the program, 7 were internationalized by infusion and 8 by the addition of a new unit. The process of infusion was accomplished by adding an internationalized competency or competencies in an existing unit. Evaluation was planned for two years after program implementation. (Contains 129 references. Appendixes include: DT curriculum; diagram of the internationalization process; committee reports; guidebook of internationalized DT courses, with a course outcome summary and example lesson plan; and list of 241 academic support resources.) (YLB)

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DEVELOPMENT OF AN INTERNATIONALIZED DIETETIC TECHNICIAN PROGRAM FOR THE MILWAUKEE AREA TECHNICAL COLLEGE WITH A PLAN FOR IMPLEMENTATION AND EVALUATION

Marietta M. Advincula-Carpenter

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A major applied research project presented to Programs for
Higher Education in partial fulfillment of the
requirements for the degree of
Doctor of Education

Nova Southeastern University
June, 1996

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DEVELOPMENT OF AN INTERNATIONALIZED DIETETIC TECHNICIAN PROGRAM FOR THE MILWAUKEE AREA TECHNICAL COLLEGE WITH A PLAN FOR IMPLEMENTATION AND EVALUATION

by

Marietta M. Advincula-Carpenter

June, 1996

The purpose of this major applied research project was to develop an internationalized Dietetic Technician (DT) program using a framework that included the design and development of international modules to be employed through infusion or through an individual unit approach in selected elements of the DT program. Future dietetic technicians must understand the diverse orientation of their clients/patients to help meet their unique needs. An internationalized curriculum will also help prepare graduates to work with a multinational workforce.

Five research questions were answered in this project:

1. What are the benefits of internationalizing vocational programs?

2. What elements in the Dietetic Technician program should be internationalized?

3. How will the "Process to Internationalize Occupational Programs in the Consumer and Hospitality Services Division"

(Advincula-Carpenter, 1994) be applied in the internationalization of the DT program?

4. What is a suitable implementation strategy for the proposed internationalized Dietetic Technician program?

5. What is an appropriate evaluation plan for the proposed internationalization of the Dietetic Technician program?

The internationalized DT program was developed and written using the Wisconsin Instructional Design System (WIDS) software, and the completed product is appended to the major applied research project. The procedures to address the research questions included the following: (a) review of the literature on the benefits of international education, models to internationalize curriculum, appropriate instructional design, and appropriate tool to evaluate the impact of the internationalized DT program; (b) establishment of formative committees to provide feedback during the developmental process for the accuracy and usefulness of the internationalized DT program; (c) establishment of a process for the internationalization of the DT program; (d) application of the framework developed by Advincula-Carpenter (1994) to internationalize the selected courses; (e) establishment of a summative committee to provide feedback on the content and face validity of the internationalized DT program; and (f) development of plans for implementation and evaluation of the impact of the internationalized DT program.

The internationalized courses in the DT program included only the 15 technical courses (32 credits) of the modified DT program approved by the DT advisory committee for Fall 1996 implementation. The internationalized technical courses were reported in the WIDS course outcome summary and lesson plan formats. The WIDS software was used to apply the Advincula-Carpenter framework for internationalizing occupational programs. The 15 technical courses were internationalized to include the following international, intercultural, cross-cultural skills and competencies (IICSC) generated by the focus groups:

1. Building and development of international skills,
2. Multicultural observation skills,
3. Intercultural (cross-cultural) skills,
4. Recognition of barriers skills,
5. Skills in recognizing different socio-economic conditions,
6. Skills in recognizing personal cultural attributes,
7. Skills in recognizing cultural differences,
8. Skills in recognizing factors in people's food choices,
9. Skills in showing personal interest in a "person",
10. Skills in knowing customs and traditions of different cultures, and
11. Skills in recognizing role of language and its barriers.

The implementation of the internationalized courses was submitted to the advisory committee of the DT program at its Spring 1996 meeting. Two years after the implementation of the internationalized DT program, graduates and employers of the DT program will be surveyed using the focus group technique to provide ongoing program evaluation data. This evaluation process will be repeated as future modifications are incorporated into the internationalized DT program.

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Chapter 1

INTRODUCTION

The Milwaukee Area Technical College (MATC) in Milwaukee, Wisconsin, is one of the largest technical colleges in the United States of America (USA), serving over 69,000 students annually from 4 major campuses, 19 evening centers, and 8 adult day centers, and through television broadcast courses (MATC College of the Air). More than 4,500 day, evening, and weekend courses are offered. A publicly supported institution, MATC has 100-plus associate degree and diploma programs which prepare students for many of the high-skill jobs demanded by a global economy.

Milwaukee Area Technical College serves the largest of the 16 districts that make up the Wisconsin Technical College System (WTCS). The total population of the area, 1,058,794, includes all of Milwaukee county, most of Ozaukee county, and portions of Waukesha and Washington counties. Of the 39,873 student population in semester 2 of academic year 1994-95, 28% (11,317) are minorities, and of the 1,429 full-time employees, 28% (400) are minorities (Wheatfall, 1995, p. 2).

The MATC Board of Directors includes international education and training in its college statement of purpose and has adopted a policy on international programming. In the MATC (1993) Strategic planning document: Summary review, the Board formulated MATC's vision statement as being "committed to being a world-class educational institution that empowers students, faculty, and staff to realize their potential" (p. 2). Recently, the executive vice president of MATC approved the recommendations of the International Education Committee, which included a plan to internationalize selected curricula in the academic divisions of the college. Additionally, MATC received funding from the U.S. Department of Education to support the curriculum internationalization project.

Nature of the Problem

The occupational programs at MATC attract students from varying cultural backgrounds. The industries that hire graduates from these programs increasingly compete in a global market. In order to prepare the students to work with a multinational workforce, international educational experiences are simply no longer just optional. Globalization of the marketplace drives the importance of internationalizing curriculum (Samenfink & Smetana-Novak, 1994, p. 51). Additionally, the increasing diversity of the population of the United States gives support to providing students with an international perspective and sensitivity (Holt, Evans, & Clawson, 1994).

> The Dietetic Technician program is an associate degree program that prepares individuals to assess, plan, implement, and evaluate the nutrition and food service needs of individuals and groups. A dietetic technician typically works as a member of the food service or health care team under the supervision of a registered dietitian. The program provides theoretical instruction and supervised clinical experience and is approved by the American Dietetic Association. (MATC Catalog, 1994, p. 149)

The Dietetic Technician (DT) program curriculum (Appendix A) includes 37 different courses and a total of 64 credits, with each course varying in credits depending on its structure. The structure of a course may include one or a combination of the following: (a) lecture, (b) laboratory, (c) shop, or (d) clinical/practicum/field experience hours. An associate degree program in the WTCS may include 64 to 72 total credits. However, a minimum of 32 credits must be designated as occupation specific or technical courses and a minimum of 11 credits as occupation supportive or technical support courses. Additional required courses are 15 credits in general education and 6 credits as elective courses. The DT program has 15 occupation specific courses (32 credits), 7 occupation supportive courses (12 credits), 5 general education courses (15 credits), and 2 elective courses (6 credits) that meet the credit requirements of the state for these categories.

The various work settings in which graduates of the DT program find themselves are characterized by an increasingly multinational and diverse workforce and an increasingly multinational clientele. Hence, the DT associate degree program must provide an international perspective to prepare graduates for global competition.

Purpose of the Project

The purpose of this major applied research project was to develop an internationalized Dietetic Technician (DT) program at MATC. The "Process to Internationalize Occupational Programs in the Consumer and Hospitality Services Division" (Advincula-Carpenter, 1994; Appendix B) served as the framework for the major applied research project. The internationalization process employed by this project included the design and development of international module(s) to be employed through infusion or through an individual unit approach in selected courses of the DT

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program. An appropriate instructional design system was selected to generate the course outlines which reflect the elements internationalized in the DT curriculum.

Background and Significance of the Problem

In June, 1994, MATC applied for a grant from the National Security Education Program (NSEP). One of the objectives of the grant was "internationalization of the curriculum." In July, 1994, the MATC executive vice president formed the International Education Committee with a mission to develop a comprehensive plan to internationalize the college.

A few months before the grant was written and submitted, a research project on the "Development of a Process to Internationalize Occupational Programs in the Consumer and Hospitality Services Division" (Advincula-Carpenter, 1994) had been started. The resulting process was presented to the Consumer and Hospitality Services (CHS) Division faculty meeting during the September, 1994, MATC Coordination Day (Appendix C). Internationalization of curriculum in the CHS Division was launched with a statement of goals and objectives.

The International Education Committee progressed in its mission using the CQI processes and tools that MATC uses in its various strategic planning groups. Hence in March, 1995, the International Education Committee report and recommendations were submitted to and accepted by the executive vice president and were subsequently accepted by the president (Appendix D). In May, 1995, the co-chairs of the International Education Committee reported the funding of the grant submitted to NSEP in June,

1994. Hence, internationalization of curriculum had become a collegewide activity with administrative support. Milwaukee Area Technical College has demonstrated an understanding of the need for international education and has provided support for the development of a variety of international education activities. An internationalized DT program will provide a better understanding of the increasing international dimension of the discipline and enhance the global awareness of the faculty and students of the DT program.

Research Questions

The research questions for this major applied research project are as follows:

1. What are the benefits of internationalizing vocational curricula?

2. What elements in the Dietetic Technician program should be internationalized?

3. How will the "Process to Internationalize Occupational Programs in the Consumer and Hospitality Services Division" (Advincula-Carpenter, 1994) be applied in the internationalization of the DT program?

4. What is a suitable implementation strategy for the proposed internationalized Dietetic Technician program?

5. What is an appropriate evaluation plan for the proposed internationalization of the Dietetic Technician program?

Definition of Terms

The following terms are defined to add clarity and uniformity:

Individual unit approach. This approach to internationalize curriculum is used to develop a new unit on a particular global topic or theme in a course.

Infusion approach. This approach to internationalize curriculum includes the culture, language, history and civilization, cultural concepts, technical vocabulary, and relational perspectives of other countries in any given topic, lesson plan, or instructional unit of the course.

Internationalization. This term means to add global perspective in teaching a course and incorporating the international dimensions of a discipline in the course.

Occupational specific or technical courses. These are program courses which contain content directly related to a specific occupational area and reflect the entry-level functions of the target job(s) (ESM, 1995, p. 2.20.1.1).

Occupational supportive or technical support courses. These are program courses which support and/or form the foundation for the occupational content of the program. These courses may be drawn from natural science, mathematics, social and behavioral sciences, communicative skills, and other appropriate disciplines (ESM, 1995, p. 2.20.1.1).

Chapter 2

REVIEW OF LITERATURE

Introduction

Americans are finding that they are living and working in an increasingly global marketplace of goods, services, and ideas at the same time the world is becoming more integrated by economics, communications, transportation, and politics (Pickert, 1992, pp. 1-4). One strategy to help bridge these gaps is to develop and offer educational programs that reflect the international ties that bind people as they bind nations and allow students to understand world events by offering perspectives of other nations.

To facilitate a universal interdependence of nations and their economies, the workforce of the future needs a sophisticated understanding of diversity, which includes differences in culture, religion, language, political systems, legal structures, and global economics (Samson, 1993, pp. 41-42). Students must be open to new and different ideas, new conditions, and ethnic diversity. By introducing an international perspective and/or dimension into some critical or selected courses and curricular programs, graduates are prepared to become competent to make personal and public policy decisions as citizens of an international society and are able to compete in the world marketplace.

The research and literature reviewed in this project are limited to published postsecondary international education practices from 1984 through the early 1990s. The literature search themes include the following: benefits of international education, curriculum evaluation, instructional design, occupational analysis, and internationalization curriculum models.

Benefits of International Education

Bartlett claims that "the intensely interdependent nature of the world community and the challenges to American competitiveness meant that we needed to increase the competence of our students in their knowledge of other countries and their abilities with foreign languages" (Educating for global competence: Progress report, 1992, p. 1). Educating students for global competence, is also often accomplished through internationalizing the curriculum of higher education programs. Likewise, in this last decade of the century, higher education has to adjust to a more competitive world economy, increase access to and interest in the world at large, and access globe-spanning electronic databases and computer networks (p. 2).

International education can encompass international relations (study of relations among countries), area studies (study of particular regions of the world), foreign languages and cultures, comparative and international approaches to individual disciplines, and environmental, global, or peace studies which examine issues affecting more than one nation (Pickert, 1992, pp. 1-4). In another report (Fantini, 1991, p. 18), the national educational goals challenge all educational institutions, K-12, to (a) provide adequate and necessary preparation of students to enter postsecondary schools ready to pursue the program of their choice the day they are admitted to college, (b) design alternative programs for students who are not college bound so that they can acquire technical skills that are needed by the increasingly technology-driven service and information era of the 21st century, and (c) contact educators abroad to bring curricula in alignment with job requirements. Schools are encouraged to devise ways to carry out the international aspects of their institutional mission.

The benefits of internationalizing curricula are documented in several studies. Becker (1994) illustrates the value of a multicultural mix in a classroom. He establishes that although disputes on differing values are exhibited, it is possible to provide harmony provided appropriate culture-sensitive strategies are utilized (pp. 22-23, 42). One of his strategy is using and demonstrating knowledge of other's native language. Reisch et al., (1995) allude to the importance of language skills in any given curriculum or program. They claim that language skills are definitively critical in the 21st century for hospitality graduates to compete in the international hospitality industry. In addition to global competition, A. Pizam (personal communication, August 4, 1995) underscores that the "positive multicultural attitudes needed to operate in an international environment or multi-national environment free of cultural baggage, free of ethnocentricity and full of awareness of multicultural sensitivity" are benefits in having an internationalized program. He further reiterates the advantages of living with families in a foreign country to get insights of "ethical practices and subtle nuances of daily living practices" that are difficult to acquire in the classroom and from textbooks.

As multicultural sensitivity becomes a part of international education, a re-definition of multicultural education seems imperative. Jolly (1995) re-defines multicultural education with a humanitarian perspective. She claims that multicultural education, for humanity's sake, will allow the development of values and goals that will give meaning to the lives of students. She further adds that this approach will permit the students to explore how other countries' social structure differs from others which can lead to the cultivation of "healthful attitudes toward all people, black, white or others" (pp. 198-200). In an approach to training for cultural sensitivity, Bennett (1986), identifies self-awareness as the bridge to narrow the gap between acceptance of cultures, adaptation, and integration (pp. 179-194). In another study, Doyle (1990) explains the importance of cross-cultural proficiency of students in order to be able to confront the phenomenon of globalization and world interdependence (p. 4).

Another dimension of internationalizing curricula is the area of accreditation. McGrath and Hargrove (1992) describe the role of the accrediting agency for the Colleges and Schools of Business, the American Assembly of Collegiate Schools of Business (AACSB) in a college's decision to internationalize its business school's curriculum. In the early 1970s, the AACSB included in its accreditation standards one or more elements of international exposure for its students (p. 3). Business schools are including international components in their curricula according to the standards set by AACSB.

Scott (1991) expounds on the imperatives and objectives of global education in an increasingly interdependent and "multicultural" world.

> The imperatives of global education include: national security; economic competitiveness; environmental interdependence; increasing ethnic and religious diversity of our towns and schools; the fact that many of our citizens work for global or foreign-owned firms; the fact that even small businesses in this country must deal with issues of international trade, currency, and products; the fact that our graduates likely will be supervised by or will supervise persons of different racial, ethnic, nationality or gender group; and peaceful, respectful relations between nations. (p. 2)

These educational obligations are manifested in our communities with people from many countries and schools with children from many different language groups. It is to these children that the objectives for global education seem appropriate as follows:

> 1. To provide students with a sense of time and place;
> 2. To challenge students to appreciate the complexity of issues and interests that bear on the relations among nations, regions, and power groups;
> 3. To prepare students to take account of the new and changing phenomena that affect international relations;
> 4. To encourage critical thinking and inquiry about contending concepts and theories of international relations;
> 5. To "de-parochialize" students' perspectives on international affairs; and
> 6. To heighten understanding that international relations are not static but subject to constant change. (Scott, 1991, pp. 2-3)

The literature definitively establishes the need to direct the interests or goals of students to the reality of the global character of the future workforce of the United States as well as the world (Alger & Harf, 1986; Mewhorter et al., 1992; Sypris, 1992). Unless graduates acquire the technical skills with the global perspective of the 21st century, it is truly a challenge to expect them to be totally responsible and productive citizens in the modern economy (America 2000: An education strategy, 1991, p. 3).

Curriculum Evaluation

A conventional vocational education curriculum planning and instructional development process includes the following steps: conducting a survey, developing program goals and objectives, conducting an occupational analysis, developing a course of study, developing units of instruction, developing lesson plans, providing instruction, following up completers, and evaluating program effectiveness (NCRVE, 1986, pp. 2-3).

Evaluation is a process or a system of processes that allows data to be gathered and analyzed in order to enable decision makers to either suspend, modify, expand, or delete a given curriculum (NCRVE, 1986, p. 6). The data gathered help identify the weaknesses and strengths of the curriculum in terms of delivery or implementation, student outcomes and success in a program, and meeting the workforce needs of the industry. Curriculum evaluation is crucial to the health of the educational system and its programs. Furthermore, there is a growing interest in the consumers of education to understand the quality of education at the local, state and national levels and how each level compare with the world (Ornstein & Hunkins, 1993, p. 324).

In general, curriculum evaluation focuses on and results in decisions in the following areas: "(1) decisions about course improvement, (2) decisions about staff, faculty and students, and (3) decisions about administrative policies" (Ornstein & Hunkins, 1993, p. 328). Based on these decisions, models of evaluation practices and phases of evaluation have been developed (Ornstein & Hunkins, 1993, pp. 327-342; Calhoun & Finch, 1982, pp. 282-300). Regardless of models and phases utilized, some curriculum evaluation projects are failing for lack of interpersonal sensitivity, ethnic and racial considerations, and political foundation. Future curriculum development must consider the interest of society since "international education is becoming a cultural norm for most urban colleges" (Myran, Ziess, & Howdyshell, 1995, pp. 84-86).

Finch and Crunkilton (1993) contend that vocational and technical curricula have some attributes which distinguish them from other educational programs. These attributes include focus, school-community relationships, and federal involvement. These characteristics are important if one is to evaluate vocational and technical curricula. It is further suggested that evaluation needs to be a continuous effort. As a curriculum is designed, plans must be made to assess students' performances. Ideally, the authors recommend to administer evaluation concurrently with curriculum implementation (pp. 1-22).

Calhoun and Finch (1982) specify that evaluation of vocational and technical curricula must include all entities that participate and are components of its implementation. They strongly recommend to consider the students' performance as a key to the effectiveness of a vocational and technical curriculum.

Departing from traditional curriculum evaluation models, Diamond (1989) developed a systems model with the following characteristics:

> 1. It forces those using it to think in ideal terms,
> 2. It encourages the use of diagrams to show structure and content,
> 3. It relies heavily on the use of data,
> 4. It encourages the team approach, and
> 5. It is politically sensitive. (p. 7)

Diamond (1989) asserts that the model allows for faculty ownership and forces them to think in the ideal especially because it uses a non-content developer who drives the process to completion. In another report, O'Banion (1994) claims that "as community colleges begin to explore new alliances with business and industry, they will be required to examine new approaches to teaching and learning" (p. 14) which will significantly influence future curriculum evaluation that will deliver programs for the needs of the global community.

Instructional Design

As decisions are made on the status and future of the program, the instructional design is planned. Instructional design, simply put, is a plan of instruction or teaching so that the goals of the program are met effectively and efficiently (Ornstein & Hunkins, 1993, p. 232). Kemp (1985) identifies four key elements of any instructional design process. He claims that the following questions are applicable in planning any curriculum model for any program:

> 1. For whom is the program being developed? (characteristics of learners or trainees);
> 2. What will the learners or trainees learn or be able to do? (objectives);
> 3. How is the subject content or skill best learned? (teaching/learning methods and activities); and
> 4. How is the extent of learning determined? (evaluation procedures). (p. 10)

The four fundamental elements of instructional design--learners, objectives, methods, and evaluation--form the framework of any systematic instructional design (Kemp, 1985, p.10). Once an instructional design is in place, the design becomes a process that can be recycled as often as needed to keep programs abreast of the workforce needs of the industry. Evaluation of the program initiates the process to make decisions towards maintenance, revision, or deletion of program elements.

Posner and Rudnitsky (1986) developed an instructional design process that includes a step-by-step guide to instructional planning at the unit and course levels. The concepts are presented in self-instructional format.

As instructional strategies are developed, Manzano (1992) urges designers to include the need to organize teaching around the learning processes and build instructional systems that support what are known about learning processes (p. 1). In a subsequent study (Manzano, Pickering, & McTighe, 1993), assessment of student outcomes in terms of performance assessment is correlated with the learning processes defined by Manzano in 1992.

Instructional designs are influenced by the changing environment or society for which the instructional units or modules are to be delivered. Post-secondary vocational-technical educators face an opportunity to review, revise and update their programs and to become creative in finding resources outside of federal coffers (Jennings, 1995, pp. 24-27). Other issues identified by Dykman (1995) include the fact that the post-secondary vocational and technical system faces a decline in enrollment and the shortage of minorities in faculty, staff and students. These issues influence the instructional design of programs (p. 6).

The other concern for the instructional designer to consider is that of assessment of the performance instruction (Vogler, 1991). Vogler recommends the use of advisory committees, self-assessment, follow-up assessment, and accreditation assessments as appropriate tools (p. 5). The systematic design of instruction developed by Dick and Carey (1990) incorporates clear behavioral goals, skills parallel to evaluation, and conditions and criteria of performance standards in its criteria for the evaluation of instructional design (p. ix). These conditions and criteria and conditions of performance are reflected in the WIDS instructional designer, (1995), (pp. 12-16).

Local "employers should drive the skills development courses, and community and business leaders should have some input regarding the general education core" (Myran et al., 1995, p. 84). The old practice in curriculum development involving just the faculty and maybe one or two administrators will no longer be acceptable.

In addition to the input of employers and the community, there must be changes to curriculum development such as the following:

> Curricula should be developed in modular format with identified outcome measures, displaying maximum flexibility for delivery and measured student achievement. Modularized, measurable curricula will pave the way for diverse delivery and exciting entrepreneurial development. America's business leaders could care less about college semester or lockstep schedules. Most business executives - and their workers - have no interest in the credit versus noncredit issue. They just want what they need when they need it, at their place if possible, and have little patience with educational traditions, policies, or fiscal regulations. (Myran et al., 1995, pp. 84-85)

The federal and state issues on workforce preparation, welfare reform/employment, school reform, skill standards, economic development and access for the disadvantaged (Prust, 1995) drive the institution's vision, mission and goal statements for its various occupational programs. Funds are allocated according to the needs of a diverse client population. The use of technology in information and instruction are integral in an environment of learning and teaching. Finally, the international market place continues to influence training of the future work force in skills that will allow them to compete globally. All these challenges are part of the landscape of vocational technical education instructional program designs for the new century.

Occupational Analysis

One way that vocational programs have been evaluated is by conducting a related occupational analysis. Occupational analysis defines a worker's role for a specific occupation. This analysis serves an important function in providing the worker an understanding of the job requirements as well as of his/her responsibilities and functions (NCRVE, 1988, p. 8).

Vocational teachers who use Competency-based instruction (CBI) or performance-based instruction (PBI) to others, need to be able to identify skills and competencies needed by workers in any given occupational area. These skills and competencies are available from an occupational analysis data bank if available. Occupational analysis is done by asking workers on the job and/or business and industry personnel to analyze, list and order tasks necessary for their specific occupations. These lists are used to determine competencies and to develop learning objectives, learning activities, and criteria for students to learn and demonstrate as competency performance. To insure the currency of these occupational analyses especially with rapid advances in technology affecting job skills, it is recommended to frequently contact business and industry and the community to address changing manpower needs and occupational competencies (Burrell, 1993, pp. 117-120).

Sharpton and Sharpton (1993) describe the instructional management system (IMS) that they identified as a foundation of a vocational program. This system allows for instructor, advisory committee, school administrators and students to communicate with each other about the course content, instructional delivery system, and expected course outcomes. A very simple needs assessment for this system permits for everyone involved in the process to determine if a need exists for a specific type of training. Employers are asked if they will hire students trained in a specific area. A more complex needs assessment involves the review of various employment data from which decisions are made to develop program or modify program needs (pp. 261-263).

Another indicator of a vocational program's relevance to the local economy is a community survey on current employment in the specific industry. A "community survey is designed to provide comprehensive information concerning current employment" (NCRVE, 1990, p. 3). A good survey provides important information about occupationally specific opportunities, training needs, resources, training facilities, and individual needs and goals, which will help educators to plan or modify curricula so that they can become more responsive to the needs of the industry.

Still another strategy used to evaluate and develop curriculum is Developing a Curriculum (DACUM) Adams (1975). Halfin and Nelson (1977) describe DACUM as an approach that uses the expertise of workers and supervisors to describe competencies expected of employees when they enter an occupation (p. 5). According to Norton (1987), DACUM tries to analyze an occupation to help develop a valid list of competencies (p. 15). DACUM helps establish a relevant, up-to-date, and localized curriculum base for vocational programs. DACUM also helps get maximum input from business and industry. By getting the employers involved in the DACUM process, the college sends a message to employers reaffirming its seriousness about training students to perform tasks that are of value to the industry. Norton (1985) claims that DACUM identifies the following:

1. Competencies that should be addressed in the development of new educational programs,

2. Competencies that should be delivered by existing educational programs, and

3. Current relevance of existing DACUM chart.

The development of an existing curriculum is facilitated by performing a program evaluation. The results of the evaluation, as well as collaboration with the industry to identify current and acceptable concepts, practices, skills, and competencies, are important in the design of the instructional plan as well. Korte (1994) reports the importance of the partnership between the educators and the employers in his article on preparing a world-class workforce (p. 41). A curriculum should cover a broad range of skills, both practical and basic, that are market driven and in an environment of a state-of-the-art technology to guarantee training in the latest techniques and procedures. This curriculum is delivered best when the industry is engaged and involved in its development, implementation, and evaluation (Burrell, 1993, pp. 111-112).

Models for Internationalizing Curricula

The review of the literature provided numerous approaches by which curricula may be internationalized. Fantini (1991) suggests several models which include (a) a collection of course descriptions with international elements, (b) bringing foreign students on campus, and (c) creating a new course or integrating a module of a course with cultural concepts (p. 18).

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The internship programs or co-op educational experiences are recommended by Hayden (1992) and Groves and Sammons (1995). Ruhland (1993) suggests integrating an international dimension into curriculum by working new modules into existing courses or developing seminars and workshops on international trade. She further recommends that the internationalization of the curriculum effort should include establishing an international marketing advisory committee, developing a long-range plan, seeking an approval or endorsement, and obtaining a commitment of the school administration. Ruhland submits the following strategies to integrate a curriculum:

1. Add international component(s) to existing courses,
2. Incorporate new course(s) in current programs,
3. Develop study tours as a professional development activity for faculty and an international experience for students,
4. Develop an international student/staff exchange, and
5. Develop international programs for small businesses in the community. (p. 42)

The strategies offered by Ruhland support the design in which individual disciplines may either be influenced by international events or by the way researchers or educators from different parts of the world view the disciplines. Cima and Daley (1988), Samenfink and Smetana-Novak (1994), Sutter (1992), and Teagarden and Branan (1993) suggest learning activities similar to Ruhland's model.

Another strategy to internationalize disciplines was reported by two faculty at Central Piedmont Community College (Collins & Stanley, 1991). This report demonstrates how the faculty internationalized their separate sociology and English as a second language (ESL) classes by using focused interaction. The international students from the ESL class were matched with the students in sociology to discuss family customs and issues. The experience was so positive that they have recommended similar exchanges with other classes.

Smith (1993) developed his marketing curriculum to include international marketing practices and global advertising methods. He offers a variety of activities that an instructor can include in his/her instructional design (p. 42). Role playing, debates, and simulations are indicated by Becker (1994) and Mill (1994) in their internationalization efforts. Meanwhile, Wolfe, Zurburg and Seelhoff (1995) describe participative activities they used in the classroom to stimulate interest in cross-cultural exercises. Strategies employed by multicultural programs could be adapted to internationalize curricula in the vocational-technical arena as well. The five dimensions of multicultural curriculum development include content integration, additive approach, knowledge construction, prejudice reduction, equitable pedagogy, empowering school/ social cultures, and employing a transformational approach (Banks, 1994, pp. 4-8).

Bachman (1984) describes 17 case studies illustrating how 8 state-supported universities, 6 private colleges and universities, and 3 community colleges successfully institutionalized a commitment to international education. Recently, several community colleges in the country have taken a proactive stand on the global connectedness of both education and business and industry. Mewhorter et al., (1992), discuss how the Fox Valley Technical College in Wisconsin internationalized its campus environment. The campus internationalization efforts include internationalized curricula and the establishment of exchange programs (pp. 77-90).

Summary

As educational institutions revamp their curricula to include components of cross-cultural education, the workplace is experiencing a similar transformation. Cross-cultural training is essential especially when it is evident that many are unable to recognize how one's own values and behaviors are different from others. These differences are translated in one's personal and international business arena. Hence, there is a need to prepare our graduates to deal effectively with the diversity of ethnic, racial, religious, and cultural backgrounds of those with whom they will have daily contact in the workplace. To this end, the concept of intercultural competency has been included in diversity training.

Intercultural competency includes skills in maintaining positive relationships, in effective communication, and in attaining an appropriate level of compliance and cooperation with others. Attitudes influenced by an awareness of differences as well as similarities, cultural sensitivity and some skills that foster effective and positive interaction with others across cultures, races, and religions are essential components in internationalizing curricula.

Successful models of internationalizing curricula are available in many colleges and universities. The benefits of international education are too good and too many to be overlooked. Furthermore, the globalization of the economy is a reality that we can no longer afford to deprive our students the experiences needed to compete in the international market place. The multinational face of the workplace and communities is an indicator for the acquisition of international skills and competencies by our graduates. It behooves any program to explore the re-evaluation of its curriculum using current occupational analysis techniques and computerized instructional designs that will facilitate the delivery of international competency-based instruction.

Chapter 3

METHODOLOGY AND PROCEDURES

Methodology

The development problem-solving methodology was employed to address the research questions in this major applied research project. The framework developed by Advincula-Carpenter (1994) was applied to internationalize the DT program at MATC. Formative and summative committees were formed to help establish validity for the internationalized DT program.

The internationalized DT program was developed and written using the Wisconsin Instructional Design System (WIDS) process. The completed product, the internationalized Dietetic Technician program, has been appended to the major applied research project report.

Data Collection and Treatment

The procedures to address the research questions included the following: (a) reviewing the literature on the benefits of international education, models to internationalize curriculum, appropriate instructional design, and appropriate tool to implement and evaluate the impact of the internationalized DT program; (b) establishing a formative committee to provide feedback during the developmental process for the accuracy and usefulness of the internationalized DT program; (c) establishing a process to internationalize elements of the DT program; (d) applying the framework developed by Advincula-Carpenter (1994) to internationalize the DT program; (e) establishing a summative committee to provide feedback on the content and face validity of the internationalized DT program; and (f) developing a plan to internationalize the DT program with plans for implementation and evaluation.

Procedures

Benefits of Internationalizing Vocational Programs

The first research question, "What are the benefits of internationalizing vocational curricula?" was addressed by the following procedural steps:

1. A thorough review of literature on the benefits of internationalizing vocational programs was conducted. The result of this review helped identify specific skills and competencies relevant to courses and units in internationalized curricula.

2. The DT program advisory committee was informed of the Dietetic Technician internationalization project. The advisory committee was asked to recommend employers and graduates who can serve as focus groups to answer the following questions:

    a. What have been your experiences working with a multinational workforce and providing service to multinational clients/patients?

    b. What would be the benefits of adding an international perspective in the current Dietetic Technician program? What would be the barriers?

3. The focus groups recommended by the advisory committee was facilitated by the researcher using the brainstorm strategy. All responses to the two questions noted above were recorded. The list of responses was analyzed for similarity in purpose. The responses were grouped to reflect specific experiences,

benefits, and barriers. The list of experiences and benefits was used to identify international/intercultural competencies and skills to be used in courses in the internationalized DT program.

Elements of the Dietetic Technician Program to Be Internationalized

The second research question was "What elements of the Dietetic Technician program should be internationalized?" The DT program was evaluated by a focus group consisting of the current faculty in the Dietetic Technician program and some members of the Milwaukee Dietetic Association. The members of this focus group worked in a diverse environment and provided nutrition education to multinational clients/patients. This focus group was asked to provide the following data:

1. Review and select the technical and technical support courses of the Dietetic Technician program that were to be internationalized.
2. Brainstorm and recommend international/intercultural core abilities for the DT program.
3. Brainstorm and recommend international/intercultural skills and competencies specific to courses and units.
4. Brainstorm and recommend class activities relevant to identified international/intercultural skills and competencies.
5. Recommend resources the faculty and students could access to help achieve international/intercultural skills and competencies.

Application of the "Process to Internationalize Occupational Programs in the Consumer and Hospitality Services Division"

The third research question was "How will the 'Process to Internationalize Occupational Programs in the Consumer and Hospitality Services Division' (Advincula-Carpenter, 1994) be applied in the internationalization of the DT program?" Appendix B demonstrates the flow chart of the process as follows:

1. Business and industry mentors and faculty convened to form focus groups. For this major applied research project, selected members of the Milwaukee Dietetic Association and the faculty of the DT program were the members of the focus groups.

2. The focus groups evaluated current courses in the DT program to identify any international component in the syllabi. The international concepts and/or topics relevant to the occupation provided by the International Education Committee (Appendix E) were used to evaluate the courses.

3. The focus groups recommended elements of the DT program to be internationalized and, using the latest edition of the MATC catalog, identified the course numbers, titles, catalog course descriptions, prerequisite(s), number of credits, and sequence of the courses in the program. The current syllabi were used to identify the overall goal(s) or objectives of the course.

4. The focus groups developed competencies (job skills and concepts) or international, intercultural, cross-cultural core abilities for the DT program. The focus groups also identified international skills, competencies, or concepts for each unit or

course to be internationalized depending on the use of the "new unit" or the "infusion" method of internationalization.

5. The courses were developed to include learning plans specified in the WIDS process for the internationalized module(s) or units. Each learning plan addressed one or more competencies. The learning plan format consisted of the following:

a. Learning Plan Title (subject heading);

b. Introduction (introduces the subject, describes the importance of the subject, and relates the subject to the entire course and/or the previous lesson);

c. Competency(ies);

d. Performance Standards--criteria and conditions--(these are statements that will tell the learner what a good performance of the competency looks like and the condition statements that tell the learner in what setting he/she will be expected to perform competency[ies]);

e. Learning Objectives (these are objectives that the learner must achieve in order to be able to perform the competency[ies]);

f. Learning Activities (this is a list of activities that the learner would complete in the process of gaining skills and abilities to accomplish the competency[ies]);

g. Performance Assessment (these are tools the instructor will use to assess or evaluate student attainment of the competency[ies]. The MATC Student Outcomes Assessment Plan [SOAP] provides alternative ways to assess students' performance such as portfolio, self report, interview; and

h. Materials (these are materials that will assist activities and instruction to attain competency[ies], such as instructor notes, handout materials, instructional materials, bibliography etc.).

A summative committee was formed from the International Education Committee and Instructional Design Division. This committee validated the internationalized elements of the DT program.

Implementation Strategy

The fourth research question, "What is a suitable implementation strategy for the proposed internationalized Dietetic Technician program?" was addressed using three techniques. The first was to search the literature for a suitable plan to implement the proposed internationalized DT program. The second method was to ask the focus groups to brainstorm and recommend an implementation plan. The third method was to ask the summative committee for their own recommendations to implement the research project. An implementation plan of the internationalized DT program, based on the result of the three methods of gathering data, was recommended to the DT advisory committee.

Evaluation Plan

The fifth research question, "What is an appropriate evaluation plan for the proposed internationalization of the Dietetic Technician program?" was addressed as follows: (a) a review of the literature provided indicators that could be used to evaluate the effectiveness of the internationalized program,

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and (b) an instrument using these indicators was developed to survey graduates and employers of the DT program two years after the implementation of the internationalized DT program.

Assumptions

For this major applied research project, it was assumed that (a) members of the formative committee would have the expertise to guide the development of the project, (b) the models presented in the literature were appropriate for vocational, technical, and occupational programs, and (c) the summative committee's evaluation of the content of the internationalized DT program would be valid and useful to the faculty, students, and staff at MATC.

Limitations

This major applied research project was limited as follows: (a) the internationalized DT curriculum would be specific to the needs of the DT students at MATC; (b) the internationalization process designed by Advincula-Carpenter (1994) was developed specifically for the occupational programs at MATC, not for college transfer or other occupational programs from other colleges (the process conforms with the recommended format of the MATC International Education Committee for its internationalization curriculum projects); (c) the elements of the DT curriculum were recommended and selected for internationalization by the formative committee; (d) the data were gathered from the focus groups facilitated by the researcher, and (e) the WIDS process was designed to develop course outlines and lesson plans at MATC to comply with the recommendations of the North Central Association at its most recent focus evaluation of the college.

Chapter 4

RESULTS

The purpose of this major applied research project was to develop an internationalized Dietetic Technician (DT) program at MATC. This chapter presents and discusses the results for each of the following research questions:

1. What are the benefits of internationalizing vocational programs?

2. What elements in the Dietetic Technician program should be internationalized?

3. How will the "Process to Internationalize Occupational Programs in the Consumer and Hospitality Services Division" (Advincula-Carpenter, 1994) be applied in the internationalization of the DT program?

4. What is a suitable implementation strategy for the proposed internationalized Dietetic Technician program?

5. What is an appropriate evaluation plan for the proposed internationalization of the Dietetic Technician program?

Benefits of Internationalizing the Dietetic Technician Program

The first research question, "What are the benefits of internationalizing vocational courses?" was addressed by a review of the literature limited to published postsecondary international education practices from 1984 through the early 1990s. International, intercultural, cross-cultural skills and competencies (IICSC) were identified at the brainstorming sessions of three focus groups convened to served as the first formative committee for this major applied research project (Appendix F). The formation of these focus groups was a result of the input solicited from the DT program advisory committee (Appendix G). A letter to invite the formation of the focus groups (Appendix H) to answer the following questions was sent to 52 employers, graduates, and current students of the DT program:

1. What have been your experiences working with a multinational workforce and providing service to multinational clients/patients?

2. What would be the benefits of adding an international perspective in the current Dietetic Technician program? What would be the barriers?

Of the 52 letters sent, one was returned as undeliverable, and 16 (31%) responses were received. Of the 16 who responded, 9 (56%) agreed to participate in the focus group process. The other 7 (44%), who responded by phone, expressed their support of the project but unfortunately were unable to participate in the focus group process due to schedule conflicts. Tables 1 through 5 summarize the responses of the three focus groups to the above questions. The responses are listed in the words of the participants to express their perspectives and describe their experiences and beliefs related to the question. Tables 1, 2, and 3 indicate the results of the brainstorming session for Focus Groups 1, 2, and 3 and all specific experiences (ideas) for each IICSC.

Table 1 exhibits the experiences expressed by Focus Group 1 in working with multinational workforce and patients, and clients.

Table 1

Experiences Working With Multinational Workforce, Patients, Clients, Focus Group 1

IICSC	Experiences
Building/development of international skills	In graduate school, did a Rapid Anthropological Procedures (RAP) analysis at an Indian Reservation Visited Hispanic grocery stores Worked with Vietnamese, Russian, Hmong, Hispanic, Black, Native Americans I interviewed a co-worker from China about her customs, food, cultural practices, etc. At St. Luke's Hospital, had to assess nutritional status and provide nutritional support to individuals from all over the world At St. Luke's Hospital, many patients came straight from their own country--were not familiar with American food--had cooks try to make "authentic" dishes

(table continues)

IICSC	Experiences
	Co-worker and I try to visit different ethnic restaurants to taste "authentic" dishes
	Interned in Washington, DC, which I consider a multinational city--even riding the bus was a cultural experience
Multicultural observation skills	Varying work ethics
	Self-awareness/reflection is prompted
	Trust - lack of/absence
	Rewarding, interesting, frustrating
	Value differences
	Value clashes
	Protect each other
	Native American's work better as a group vs. as individuals
	Native Americans "holistic approach" to health
Intercultural skills	Important not to judge (but can be difficult)
	Finding commonalities
	Building support
	Respect is important

(table continues)

IICSC	Experiences
	Cultural diversity training is useful
	Awareness of cultural practices
	Perceptions vs. reality
	Increased sensitivity to varying needs
	Be open minded
	Be aware of not only culture but also socio-economic backgrounds
Recognition of barriers skills	Communication
	Some Korean children brought here for heart surgery were hard to get to eat
	Hmong language as a barrier
	Hmong won't always say what they really think
	Desire to be understood
	In Washington, DC, as intern, worked with Hispanic clinic--very little English spoken--felt I was able to communicate but needed help

Table 2 illustrates the experiences working with multinational workforce/patients communicated by Focus Group 2. There are quite a few similar experiences expressed by the various members of the group.

Table 2

Experiences Working With Multinational Workforce, Patients, Clients, Focus Group 2

IICSC	Experiences
Skills to recognize different socio-economic conditions	Different time frame
	Different food preferences
	Different social customs--holidays, etc.
	Lifestyle is different
	Different social and economic classes
Skills to recognize personal attributes	Not open
	Condescending
	Arrogant
	Suspicious
	Demanding, shy
	Assertive
	Aggressive
	Fear of not being the same as others
	Education and Religion
	Age group differences and deference
	Gender
	Cliques
Skills to recognize cultural differences	Differing view of authority
	Religion
	Food fads

(table continues)

IICSC	Experiences
	Food habits and practices
	Different beliefs
	Different ways of viewing things
	Gender
	Think differently
Language	Hard to understand
	Confusion
	Language barrier
	Language barrier--when I worked with WIC clients--conversed with them in little Spanish I knew

Finally, Table 3 explains the experiences shared by Focus Group 3 in working with multinational workforce, patients, and clients. Each group identified the IICSC for the cluster of experiences developed. Although each cluster showed some similarities and differences, the groups used different IICSC. All of the groups identified intercultural skills, language, differences in socio-economic conditions, and the ability to personal attributes as important IICSC. The experiences of the members of this group, like those of Focus Group 2, referred to "skills to recognize personal attributes" and "skills in showing personal interest in a person" as important in establishing any relationship with a person of another culture.

Table 3

Experiences Working With Multinational Workforce, Patients, Clients, Focus Group 3

IICSC	Experiences
Skills to recognize factors in food choices	Role of economics in food choices
	Role of religious practices in food choices
	Geography and its effect in food choices
	Food preparation, service
	Food purchasing and preservation
	Social significance of foods
Skills in showing personal interest in a "person"	Degree patient is acculturated
	Misunderstanding
	Offend feelings
	Interesting
	Frustrating
	Learning of language, custom, culture
	Cultural and ethnic practices
	Social significance of foods
	Role of economics on food choices
	Role of religious practices on food choices
	Eating habits and meal patterns
	Geography and its effect on food choices

(table continues)

IICSC	Experiences
Knowledge of customs and traditions skills	Working with Hmong, Laotian, Hispanic WIC
	Working with African-American, Hispanic, and Oriental (Asian) population
	Knowledge of customs and traditions
	Importance of ethnic eating to patient
Skills to recognize language barriers	Learning of language, culture, customs
	"Dialect" barriers even with native English speakers, e.g., Southern and Southwest Americans
	Language barrier with Hmong, Hispanic, Laotian
	Interpreter's ability and knowledge of nutrition and health in general
	Work with interpreter for dietary information, food preferences, food dislikes
	Greeting of client in native language
	Lack of interest/understanding related to intervention (on client's part)

Note. IICSC denotes international, intercultural, cross-cultural skills and competencies.

Unlike Question 1, Focus Groups 1, 2, and 3 did not arrange ideas that resulted in the brainstorming for Question 2. All ideas were listed as generated. Again, the participants' words are used to express their perspectives, beliefs, and experiences. All responses are recorded as expressed. Table 4 presents the responses to benefits to internationalizing the DT program.

Table 4

Benefits of Internationalizing the Dietetic Technician Program

Focus Group	Benefits
Focus Group 1	Appreciate cultural diversity Enhance patient teaching Enhance employment opportunities Broadens students' view of the world and own ability and desire to work with other kinds of people and places different from what they know Increase comfort level in working with diverse groups Standardize curriculum to allow everyone to work on the same premise Bring global perspective on hunger and other nutritional issues Attract broader diversity of students

(*table continues*)

Focus Group	Benefits
	Prompt students to further develop international course work later
	Stimulate an interest in learning another language
	Dispel false stereotypes and prejudices that people might have
	Promote global understanding within our own community
	Encourage to adapt menus more to patient/client cultural needs
	Provide more food service flexibility
Focus Group 2	Graduates will be better able to relate to (work with) patients, clients, employees
	Better understanding of their own and others' ethnic background
	Graduates can work in different countries
	Graduates will be more open to work in a foreign or multinational environment
	Better able to work with people coming from different backgrounds or coming from different places
	Increase more interest in nutrition
	More background to work with other people of

(*table continues*)

Focus Group	Benefits
	different backgrounds
	Greater understanding of others
	Greater appreciation of others
	Ability to comply with nursing homes' state and national (federal) regulation that mandates these facilities to honor residents' food requests as much as possible (provide accommodation)
	Ability to accommodate patients, clients as repeat customers
Focus Group 3	Prepare students to work with multinational groups
	Make students more sensitive to the needs of different groups
	Emphasize understanding of cultural traditions and customs to make DTR (Registered Dietetic Technician) more effective in providing nutrition care and assessment
	Work with one patient of different culture and share case and experience with instructor and classmates
	Address several different cultures per course

(table continues)

Focus Group	Benefits
	Facilitate good exposure to people of other culture before entering the job market
	Use nutrition counseling to assist sensitivity to another culture
	"Native" from each culture come as resource to discuss cultural traditions, eating habits, and language
	Provide reading references from different cultures (resource directory) for interpreters, students, instructors
	Increase employment flexibility
	Emphasize global awareness of the impact of nutrition

Table 5 exhibits the barriers in the internationalization of the DT program as expressed by the Focus Groups. The groups agreed that lack of exposure to other cultural groups; resistance, reluctance, or unwillingness to learn other cultures; instructors who don't see the importance of internationalization; student's resistance; and language are the most critical barriers to internationalization of the DT program. Focus Group 3 expressed concern on how to fit international skills into the existing curriculum and the logistics in its implementation.

Table 5

Barriers to Internationalization of the Dietetic Technician Program

Focus Group	Barriers
Focus Group 1	Lack of recruitment
	Resistance, reluctance, or unwillingness to learning other culture
	Lack of role models
	Lack of exposure to other cultural groups
	Lack of experts within minority groups
	Lack of cultural skills
	Lack of diversity (training)
	Distance to culture being studied to establish relevance
	Communication
	Literacy
	Lack of accurate information vs. myth that exists
	Cultural communication
	Insensitivity
	Lack of resources
	Stereotype "one size fits all" concept
Focus Group 2	Instructors who don't see the importance of internationalization

(table continues)

Focus Group	Barriers
	Students' resistance
	Students who are "prejudiced" who may not want to discuss other cultures
	"Isolated" instructors who lack experience(s) with other cultures
	Limited or lack of faculty time to develop international activities
Focus Group 3	Money for curriculum development
	Money for hiring resources
	Money for developing resources
	Availability of "ethnic" resource to teach about culture
	How to fit international skills (modules) into the already packed DT curriculum
	Need identification
	English second language skills (ESL)

The four participants in Focus Group 1 included nutritionists from the University of Wisconsin-Milwaukee Extension Food and Nutrition Education Program (UW-M EFNEP) and Milwaukee Department of Health, the Chief Dietitian of Milwaukee County Corrections, and a Native American consultant. Focus Group 2 included the Food Service Director of Residential and Nursing Home facility and a current DT program student who is also working as a Dietary Manager for a Nursing Home facility. Focus Group 3 included a DT program graduate who is now working as a consultant; a Registered DT working as a consultant for the Women, Infant, and Children (WIC) program of the Milwaukee Health Department; and a registered dietitian who works for a religious community.

Each of the participants in Focus Groups 1, 2, and 3 was asked to brainstorm for 15 minutes in silence, random ideas to answer the question using 5 by 7 "post-it" paper. The responses were posted randomly on newsprint as received. All ideas were posted. No one was allowed to question any idea posted.

The next step was to ask each participant to take turns to group the ideas thematically or for similarity in purpose. This process was also done in silence. After every participant had his/her turn to arrange and/or rearrange the ideas in groups, the participants were asked to label each group of ideas with a header. The header was then identified as international, intercultural, cross-cultural skills and competencies (IISC).

Elements of the Dietetic Technician Program to Be Internationalized

The second research question, "What elements of the DT program should be internationalized?" was answered by the second formative committee, which was Focus Group 4 (Appendix I). This focus group consisted of the 4 full-time faculty of the DT program and a member of the Milwaukee Dietetic Association who is also the Nutrition Educator for the Milwaukee Public School system. All members of this group has experience working in a diverse, multicultural environment and continue to provide nutrition education to multicultural patients/clients.

Focus Group 4 reviewed the modified DT program (Appendix A). The original DT program was modified in December of 1995 to comply with the recommendations of the Food Service Strategic Planning Committee (Appendix J) and the DT advisory committee (Appendix G). The DT program was modified during the first semester of the 1995-96 academic year. The changes were approved by the Dietetic Technician/Dietary Manager advisory committee at its November 14, 1995, meeting (Appendix G). The instructional department number was changed from 303 to 313 in compliance with changes recommended by the Wisconsin Technical College System (WTCS). The Dietetic Orientation course was moved from Technical to Technical Support category. Computer in Dietetics (one credit) and Applied Food Service Sanitation (one credit) were added to the Technical Support category. The Sanitation course was split from the Food Science course as recommended by the Food Service Strategic Planning Committee.

This group recommended the internationalization project be limited to the 15 (32 credits) technical courses of the program. The rationale for the recommendation was that the courses in the Technical Support, General Education, and Elective areas were offered either through another division which also need to internationalize its courses or were "pure science" oriented which really made the courses less relevant for direct interpersonal encounter in the workplace. Furthermore, the group recommended a focus in internationalization skills to improve nutrition education and the management of a diverse workplace. Finally, Focus Group 4 followed the brainstorming process used by the first three focus groups. Table 6 establishes the international, intercultural, cross-cultural skills and competencies specific to Community Nutrition and Nutrition of the Life Cycle courses which they decided to brainstorm first.

Table 6

International, Intercultural, Cross-Cultural Skills and Competencies Relevant to the Dietetic Technician Program

Course	Skills/Competencies
Community Nutrition	Acculturation
	Traditional and cultural foods
	Food ways
	Food choices
	Taboos
	Holiday and holyday foods
	Festivities such as birthdays and weddings
	Food preparation
	Healing aspects of food
	Substitutions for ethnic/cultural foods
	Meal patterns

(*table continues*)

Course	Skills/Competencies
	Superstitions
	Sanitation
	Communication
	Verbal
	Nonverbal
	Population groups (nationalities)
	Asian groups
	Hispanic groups
	African-American
	Religious groups: Jewish, Muslim
	Mormon
	European groups
	Euro-Americans
	Regional groups of the U.S.A.
Nutrition in the Life Cycle	Cultural beliefs, mores, value system
	World views
	Sensitivity and empathy
	Communication
	Meal patterns, food ways
	Mores

After analyzing the skills and competencies identified for these two courses, the group recommended that these skills and competencies be carried out in all of technical courses with the understanding that the learning objectives, performance criteria, conditions for learning, learning activities, and performance assessments be specific for each course. The group further recommended the use of the list of skills and competencies to brainstorm core abilities for the internationalization of the DT program. Table 7 lists the core abilities applicable for all courses. The core abilities are correlated either with applicability in the workplace (WP) or working with patients and clients (PC).

Table 7

International, Intercultural, Cross-Cultural Core Abilities (Goals) for the Internationalized Courses of the Dietetic Technician Program

Application	Core Abilities (Goals)
WP, PC	Operate with a functional understanding of one's personal motivations for specific behaviors in relation to others in a multinational environment.
WP	Recognize multinational traits and behaviors to promote understanding for a cooperative work environment.
WP,PC	Demonstrate economic, geographical, psychological, sociological, and religious sensitivity to the interdependence/interrelatedness of world culture.

(table continues)

Application	Core Abilities (Goals)
PC	Recognize cultural differences in order to provide successful nutritional care.
WP	Respect cultural diversity and pluralism in the workplace.

Note. WP denotes workplace and PC denotes patient/client.

The group agreed that the five core abilities would be reflected in all the 15 technical courses that were to be internationalized. The core abilities were also identified as the international, intercultural, cross-cultural goals for the DT program. Finally, the core abilities were applicable both to either workplace (WP) or patient/clients (PC) interrelations and interactions.

Table 8 displays the list of activities and resources generated from Focus Group 4. These activities and resources served as references for the development of the learning plan for each of the internationalized courses. The learning activities and performance assessment plans were generated from the activities and resources listed by the focus groups. It is interesting to note that some activities are used more often than others like interviewing an ethnic patient or client, researching data bases such as the Internet, engaging in awareness activities, and preparing or demonstrating ethnic foods.

Table 8

International, Intercultural, Cross-Cultural Activities and Resources for the Internationalized Courses of the Dietetic Technician Program

Activities/ Resources	Classroom Experiences
Activities	International food labels
	Field trip to international marketplaces
	World events
	Awareness activities
	Reflective Appraisal of Programs (RAP)
	Guest speakers
	Travel
	Holiday Folk Fair
	International groups
	CBOs visit
	National Nutrition Center
	Field experience
	Research and presentations
	Nutrient analysis of international foods
	Taste testing
	Field trip to international (ethnic) restaurants
	Ethnic festivals
	Counsel/teach (nutrition education)

(table continues)

Activities/ Resources	Classroom Experiences
	Internet
	Interview foreign person (student, neighbor, elderly, co-worker, faculty)
	Food demonstrations (food preparation)
	Ethnic meal patterns (American Dietetic Association)
	Professional seminars, conferences, workshops
	Terminology lessons
Resources	International organizations
	Library
	Bookstores
	Internet, ERIC
	Local speakers
	ESL students
	International Education Committee
	Faculty
	Friends, neighbors, CBOs

Applying the "Process to Internationalize Occupational Programs" (ACIP)

The third research question, "How will the 'Process to Internationalize Occupational Programs in the Consumer and Hospitality Services Division' (ACIP) be applied in the internationalization of the DT program?" was addressed by integrating the Wisconsin instructional design system (WIDS): Instructional designer, 1995 with the process developed by Advincula-Carpenter (1994). The WIDS Instructional Design software served as a tool to create study guides that included core abilities, competencies, performance standards, learning objectives, learning activities, and performance assessments. The elements in ACIP were reflected in the course summary outcome and learning plan reports generated from the WIDS software.

The ACIP consists of four parts. Part 1 includes the identification of the occupational program; business and industry mentor(s); faculty interested in the project; inventory of current course offerings to identify any existing international components; identification of international concepts relevant to the occupation; identification of course(s) and its number, title, catalog description, prerequisites, number of credits, sequence in the program's curriculum, overall course goals; and establishing the international goal(s) for the course(s). Part 2 embodies the development of international competencies either by infusion in existing units of the course(s) or by developing a new international unit for the course.

If infusion is the selected direction, the units are listed by title and number, the unit(s) with internationalized competency(ies) are marked with an asterisk (*), and the international competency(ies) under the internationalized unit(s) are typed in capital and bolded letters. The international competency(ies) contain instructional activities and student performance assessment strategies. Plans for pre- and post-performance assessments are incorporated to monitor the student's attainment of international competency(ies).

The selection to incorporate a new internationalized unit is similar to the steps in the infusion process except that a new unit is introduced into the course outline. All the components of an internationalized unit are reflected in the new unit. Part 3 consists of all elements of a sound instructional design and its associated learning activities--course content, objectives, method of instruction (teaching activities), learning activities, resources, assignments or projects, and special notes on special instructions for assignments and practice opportunities. The final part, Part 4, entails the inclusion of a bibliography of references, performance assessment on international competency(ies), recordkeeping to report and monitor effectiveness of instruction, report of student's performance, and the evaluation of the success of the internationalization project.

The four focus groups served as the business and industry mentor and faculty group prescribed by the ACIP. These focus groups evaluated the DT program and provided international and intercultural skills, competencies, concepts, and topics that were appropriate for the internationalization of the various elements of the DT program as shown in Tables 1, 2, 3, 4, 5, 6, 7, and 8. The groups also reviewed the International Education Committee list of components of global education (Appendix E) and selected components which were appropriate for the dietetic technician occupation as presented in Table 9. The components selected were very similar to or related to the skills and competencies generated by the brainstorming process. The significant linkages between the components and the IICSC are language, customs, religion, values, receptivity to change, social classes, economic system, and family.

Table 9

Components of Global Education Relevant to the Dietetic Technician Occupation

Population
Natural resources
Language
Climate
Health care
Receptivity to change
Customs
Geography
Social classes
Welfare
Birth/death results
Terrain
Economic system
Religion
Values
Family
Self-sufficiency
Food distribution
Hunger
Women's rights
Organizations (local and international)

The 1994-95 MATC catalog and Semester 2, 1995-96, course outlines and syllabi of the DT program faculty were used to identify course numbers, title, catalog course descriptions, prerequisites, number of credits, sequence of the course in the program, overall goals, and units of instruction of the courses. The focus groups further recommended infusing international goals, competencies, performance standards, learning objectives, learning activities, and performance assessments into the 15 Technical courses. The Community Nutrition course, which was added to the curriculum in the fall of 1995, will include internationalized units as appropriate.

Appendix K demonstrates a non-internationalized DT program course developed using the WIDS software, which clearly includes only the course outcome summary components of WIDS as follows: district or college name, developer of the course, date course developed; course number, title, credit, hours, description, prerequisite(s); text/resources; supplies; core abilities; and competencies and performance standards--unit number and title, competency(ies), criteria, and conditions of performance standards and learning objectives. The internationalized courses (Appendix L) have also been presented in the WIDS format. However, the course outcome summaries of all the internationalized courses have been presented in an abridged format to reflect only the internationalized elements of the courses. These international components such as course goal(s), course units, and competency(ies) of a course unit, have been identified by asterisks and capital or bolded letters. Units of the courses with internationalized competencies further exhibit performance standards, learning objectives, and a learning plan component which includes learning activities and performance assessments. Currently, the learning plan component of WIDS has been developed only for the internationalized courses. More detailed information on the course outcome summary of internationalized courses in the Dietetic Technician program is available from the Consumer and Hospitality Services division at MATC.

The five core abilities developed by the focus groups will be attached to each of the 15 internationalized technical courses. The course outcome summary report will display the international core abilities of the courses. Finally, the focus groups recommended that the instructor's notes, handout materials, instructional materials, and bibliography be included as a common resource for all internationalized courses. These resources will be available as academic support materials for faculty and students (Appendix M). The 15 technical courses were internationalized to include the IICSC relevant to the Dietetic Technician occupation (Table 6) and the following IICSC generated by the focus groups:

1. Building and development of international skills,
2. Multicultural observation skills,
3. Intercultural (cross-cultural) skills,
4. Recognition of barriers skills,
5. Skills in recognizing different socio-economic conditions,
6. Skills in recognizing personal cultural attributes,
7. Skills in recognizing cultural differences,
8. Skills in recognizing factors in people's food choices,
9. Skills in showing personal interest in a "person",

10. Skills in knowing customs and traditions of different culture, and

11. Skills in recognizing role of language and its barriers.

The internationalized courses will be submitted to the International Education Committee and the MATC Instructional Design Specialist through the CHS Coordinator for Internationalization of Curriculum). This group will serve as the summative committee (Appendix N) to validate and approve the internationalization of the selected courses of the DT program.

Table 10 illustrates the internationalization process of the DT program using the Advincula-Carpenter process (1994), WIDS, and the procedures selected in this major research project.

Table 10

Internationalization Process of the Dietetic Technician Program

Advincula-Carpenter Process (ACIP)	Internationalization of Dietetic Technician Program
Identify business and industry mentors	Focus groups
Identify faculty	Focus groups
Occupational program inventory of existing international component topics in courses	Focus groups
International concepts	Focus groups

(table continues)

Advincula-Carpenter Process (ACIP)	Internationalization of Dietetic Technician Program
Identify courses, course numbers, catalog description, → prerequisites, number of credits, overall course/international goals	WIDS course outline summary cover page
Sequence in the program	Academic Plan
International competency(ies) (core abilities)	Focus groups, WIDS course outcome summary cover page
Units by number in course outline, internationalized units, competencies for internationalized unit(s) learning objectives (new or infused units)	WIDS course outcome summary competencies and performance standards section
Index competencies with instructional activities and student performance assessments, pre- and post-performance assessments to monitor students' attainment of competencies	WIDS learning plan section
Instructional activities, content, objectives, teaching and learning activities	Focus groups, WIDS learning plan section

(table continues)

Advincula-Carpenter Process (ACIP)	Internationalization of Dietetic Technician Program
Resources	Focus groups, WIDS course outcome summary cover page
Instructor notes on special instructions for assignments and practice opportunities	WIDS course outcome summary competencies and performance standards and learning plan sections
Bibliography, materials, and other supplies	WIDS course outcome summary text/resources and supplies section, DT program's academic support services
Index tests and measures of performance with list of competency(ies)	WIDS learning plan section
Develop recordkeeping method to report and analyze effectiveness of instruction, report of students' performance	Faculty record system WIDS learning plan section
Evaluate success of the internationalization project	Proposed evaluation strategy of the project

Implementation Strategy

The fourth research question, "What is a suitable implementation strategy for the proposed internationalized DT program?" was first addressed by a review of literature. The literature revealed that implementation of internationalization of curricula has been basically determined by program developers (Cima & Daley, 1988; Collins & Stanley, 1991; McGrath & Hargrove, 1992; Sutter, 1992; Teagarden & Branan, 1993). Consequently, the focus groups recommended the implementation of internationalized courses for Fall 1996 as the courses are scheduled, provided approval was given by the DT advisory committee and the summative committee. In a separate forum, the International Education Committee recommended an in-service on internalization of curriculum for faculty who are teaching the internationalized courses. Although the faculty participated in the focus groups, the committee felt that it still seemed appropriate for the faculty to be provided with professional growth workshops and seminars on international education to acquire more skills and competence in the implementation of the internationalized modules or elements of the DT program. The faculty suggested that the implementation plan be presented to the DT advisory committee at its Spring 1996 meeting.

Evaluation Plan

The final research question, "What is an appropriate evaluation plan for the proposed internationalization of the DT program?" was addressed by reviewing relevant literature. The literature indicated that evaluation strategies for internationalized curricula were lacking. Consequently, for this major applied research project, a pilot evaluation strategy was developed. Focus groups of graduates and employers of the DT program were to be convened two years after the initial implementation of the internationalized courses. The questions asked the focus groups for this research project would be modified for the future evaluation focus groups:

1. What have been your experiences working with a multinational workforce and providing service to multinational patients/clients?

2. What have been the benefits of adding an international perspective in the current Dietetic Technician program? The barriers?

The responses of the two focus groups, before and after the internationalization of the DT program, will be compared. The results will be evaluated as to the project's impact on working with a multinational workforce, patients, and clients.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

The literature provided evidence that the following international, intercultural, or cross-cultural skills and competencies are relevant in internationalizing courses in any given curriculum:

1. Knowledge of other country's culture;
2. Knowledge of foreign language;
3. Technical skills with global perspective;
4. International relations; and
5. Use and access to the global electronic databases and computer network (Alger & Harf, 1992; Becker, 1994; Educating for global competence: Progress report, 1992; Fantini, 1991; Jolly, 1995; McGrath & Hargrove, 1992; Orem, 1991; Pickert, 1992; Reisch et al., 1995; Samson, 1993; Sypris, 1992). In view of some agreement on the importance of internationalizing curricula, the major thrust of the Consumer and Hospitality Services Division has been towards attaining an effective integration of culture into the various components of course outlines of all disciplines. Every effort needs to be expended to make students aware of globalization and world interdependence and at the same time make them more attuned to cross-cultural proficiency and its part in the emergence of more productive and harmonious interaction among all citizens of the world. Cross-cultural competence is vital both in providing health care to patients and

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clients and working in an increasingly diverse workplace. It is for these reasons that teaching cultural sensitivity to any number of cultures is imperative in an increasingly interdependent global community.

One of the benefits in internationalizing vocational programs such as the DT program is to help students become internationally competent. An internationalized curriculum facilitates the exposition to students that:

> "their own values, attitudes, behavior patterns, customs, feelings, spatial and time concepts, ideas of good and bad and a whole host of other character and personality traits are directly or indirectly determined by their cultural experience. This can be the first real step toward liberating oneself from the restricting constraints of ethnocentricism." (Doyle, 1990, p. 23)

Obviously, cross-cultural competency is an acquired skill. Some individuals have higher receptivity of other cultures than others.

Internationalization of the Dietetic Technician program will provide subjective experiences to students that hopefully will help break their own ethnocentric barriers in the classroom, in the workplace, and in nutritional care of patients/clients. These experiences will also provide opportunities for the students to adopt new attitudes and develop introspective skills and habits for increased self-awareness. Self-awareness will bridge the gap between acceptance of other cultures, adaptation, and integration, which is the final stage of cross-cultural awareness and sensitivity development (Bennett, 1986, pp. 179-194). An integrated individual is one who is completely ethnorelative or "a person who experiences differences as an essential and joyful aspect of life" (Bennett, 1986, p. 186). An ethnorelative individual demonstrates behaviors characterized by "tolerance of ambiguity and differences, cultural self-awareness, nonjudgmental, enthusiasm, and commitment toward authentic intercultural communication, empathy, a sense of humility, sincerity, and openness and the ability to make value-free attributions of what he perceives" (Doyle, 1990, p. 26). These attributes are what will differentiate ideal global citizens from others. These personal traits are what internationalization of curricula aims to transfer to graduates.

The result of the focus groups' brainstorming affirmed the need for the internationalization of the DT program. The personal experiences of the members of the focus groups clearly defined the benefits to internationalizing the curriculum (Table 4) as well as the barriers to internationalization (Table 5). The use of focus groups was an excellent tool to extract cross-cultural experiences of dietetic practitioners, students, graduates, and faculty (Tables 1, 2, and 3). Multinational experiences and lack of them helped in the articulation of the international core abilities (cross-cultural, international, intercultural skills and competencies) for the DT program (Table 7). The suggested activities and resources (Table 8) and the international components of the dietetic occupation (Table 9), together with the identified international, intercultural, cross-cultural skills and competencies (IICSC) provided the framework for the internationalization of the 15 technical courses of the DT program. The discussion that followed each brainstorming session of the focus groups allowed individuals to clarify feelings and personal ethnocentricism.

The Focus Groups identified the elements in the DT program to be internationalized based on the IICSC. Ruhland (1993) suggested integrating international dimensions into a curriculum by working in new modules. She further recommended adding international components to existing courses and incorporating new courses in a current program (p.42).

The 15 technical courses of the Dietetic Technician program were internationalized by either (a) infusing international, intercultural, and cross-cultural skills or competencies in one of the existing units of the courses, or (b) adding a new unit with international perspective. Of the 15 technical courses, 7 were internationalized by infusion and 8 by the addition of a new unit.

The Wisconsin Instructional Design System software was used to write the Course Outcome Summary (course outline) and Lesson Plan of the internationalized courses just as all courses are written at Milwaukee Area Technical College. WIDS reflected the instructional design criteria described by Dick and Carey (1990). To distinguish the international elements of each of the Course Outcome Summary (COS) and Lesson Plan (LP), the internationalized elements are printed using a different font size and style (11 points and Italic), bolded, and preceded by an asterisk (*). The parts of the COS that include internationalized elements in the DT program are:

1. Course Goals,
2. Core Abilities, and
3. Competencies and Performance Standards:
    a. Unit,
    b. Competencies,
    c. Criteria--Satisfactory Performance,
    d. Conditions--Demonstration of Competence, and
    e. Learning Objectives.

The internationalized elements of the Lesson Plan (LP) include the following:

1. Title of the lesson plan,
2. Overview,
3. Learning Objectives,
4. Learning Activities, and
5. Performance Assessment.

The learning activities and performance assessment strategies are indexed against the competency(ies), performance standards criteria, conditions that demonstrate competence(ies), and the learning objectives.

A library of resources to internationalize the program was developed for the DT department (Appendix M). These materials will be available for the faculty, staff, students and the public. A second set of these resources will be developed for the Reserve Section of the MATC Library system at the Milwaukee Campus. This information is reflected on the Text/Resources component of the COS as ADDITIONAL RESOURCES FROM THE DT PROG ACADEMIC SUPPORT, DIETETIC TECHNICIAN DEPARTMENT, MATC.

The courses internationalized by infusion are listed in Table 11. The process of infusion was accomplished by adding an internationalized competency(ies) in an existing unit. The internationalized competency(ies) reflect criteria of performance, conditions that demonstrate competency(ies), learning objectives, and lesson plan for each of the competencies developed.

Table 11

Dietetic Technician Courses Internationalized by Infusion

Course Number	Course Title
10-313-124	Advanced Nutrition
10-313-127	Seminar in Dietetics
10-313-134	Advanced Nutrition: Coordinated Practice
10-313-135	Diet Therapy: Coordinated Practice
10-313-146	Food Service Management: Field Experience
10-313-156	Nutrition in the Life Cycle
10-313-157	Food Systems Management 2

The courses internationalized by adding a new unit with are listed in Table 12. This process of internationalizing a course was accomplished by adding in an existing course a new unit which reflects international perspective of the course content and includes competency(ies), criteria and conditions of performances, learning objectives, and lesson plan.

Table 12

Dietetic Technician Courses Internationalized by Adding a New Unit

Course Number	Course Title
10-313-108	Food Service Management 1
10-313-125	Diet Therapy 1
10-313-126	Diet Therapy 2
10-313-136	Diet Therapy: Field Experience
10-313-151	Basic Nutrition
10-313-155	Community Nutrition
10-313-166	Nutrition in the Life cycle: Coordinated Practice
10-313-167	Food Service Management: Coordinated Practice

The decision to add a new unit was based on the general content area and to maintain the integrity of the flow of instruction. The new unit will serve as a technique to synthesize and apply the course competencies in the context of international, intercultural and cross-cultural skills and competencies.

The Advincula-Carpenter (1994) process to internationalize occupational programs was integrated with the Wisconsin Instructional Design Software (WIDS) as illustrated in Table 10. In planning learning activities and performance assessments, Smith (1993) offered a variety of activities that instructors could include in their instructional design (p. 42). Some of these activities are incorporated in the Learning Plan of the internationalized technical courses. Similarly, Becker (1994) and Mill (1994) included role playing, debates, simulations using TELENET, NSFNET, and INTERNET as successful teaching methods. The five dimensions of multicultural education (Banks, 1994, P. 4-8) are other models reflected in the internationalized lesson plans. The focused interaction strategy used by Collins and Stanley, (1991) will be an excellent learning activity for the DT and ESL students at MATC. The ESL students will be matched with DT students in any of the didactic technical courses to discuss and share family customs, traditions and issues. Another technique is the participative classroom activities described by Wolfe et al., (1995). Finally, if resources are available, study tours, international student/staff exchange, and international programs in the community (Ruhland, 1993; Mewhorter et al., 1992) are additional activities that will enhance international, intercultural and cross-cultural skills and competencies.

The literature revealed a variety of practices employed to implement and evaluate internationalization of curricula. However, it was apparent that the support of the college or university administration and the interest of the faculty determined the successful implementation of international education programs. Bachman (1984) illustrated how 6 private colleges and universities and 3 community colleges successfully institutionalized a commitment to international education. The Focus Groups' recommendations for the implementation and evaluation of the internationalized DT technical courses are in congruence with the suggestions of Cima and Daley (1988), McGrath and Hargrove (1992), Samenfink and Smetana-Novak (1994), Sutter (1992), Sypris (1992), and Teagarden and Branan (1993).

Internationalization of the DT program is on the cutting edge of international education and practice. The 1996 XIIth International Congress of Dietetics held in Manila, the Philippines, from February 18 to 23, had for its theme: "Nutrition and Dietetics in an Interconnected World." There is certainly a global interest in internationalizing dietetic curricula and practice as evidenced by most of the papers delivered at the congress.

Conclusions

The purpose of the research project was to develop an internationalized Dietetic Technician (DT) program using a framework that included the design and development of international modules in selected elements of the DT program. The research questions were directly answered through the brainstorming process used by the various focus groups. Based on the results of the research project it is safe to make several conclusions.

1. The use of focus groups is a satisfactory method to collect data. The focus groups helped identify the benefits of internationalizing curricula as well as the barriers of internationalization. It was evident that the benefits to internationalize the DT program outweighs the barriers. The

benefits identified by the focus groups agree with those found in the literature.

2. The technical courses were internationalized using the identified international skills or competencies. These international, intercultural, cross-cultural skills and competencies relevant to the Dietetic occupation successfully facilitated the development of internationalized course outcome summaries and lesson plans for the selected courses and elements of the DT program.

3. The data from the focus groups' brainstorming sessions affirmed the internationalization of curriculum models presented in the literature review. The Advincula-Carpenter process to internationalize occupational programs applies satisfactorily with the WIDS software using the data provided by the focus groups.

4. The focus groups recommended appropriate strategies for the implementation and evaluation of the internationalization project. The advisory committee of the Dietetic Technician program approved the recommendations at its April 23, 1996 meeting. The members of the faculty and the advisory committee expressed full support of the internationalization of the Dietetic Technician project.

5. The internationalized Dietetic Technician program will provide faculty a framework to teach cross-cultural, intercultural, or international skills and competencies. The learning activities and performance assessments linked with international competencies and criteria and conditions for

performance standards are realistic, relevant, achievable, and measurable.

6. The involvement of the faculty and advisory committee in the development of the internationalized DT program will facilitate the implementation and evaluation of the internationalization project.

Implications

It is expected that graduates from the internationalized DT program will demonstrate (a) an awareness of the global marketplace, (b) a better understanding of and skill in working with multicultural staff and clients/patients, (c) more success in promoting cultural diversity within and beyond the classroom, and (d) better preparation to accept the challenges of working in a foreign country. It is also expected that the internationalization project will help faculty to (a) have an increased awareness of global interdependence, (b) be able to identify global dimensions of their discipline to add a global perspective in their curriculum, (c) improve their cultural understanding and cross-cultural communication skills, (d) have an increased awareness of opportunities for their own professional development and growth, and (e) have an increased awareness of the changing workplace, locally, regionally, nationally, and internationally and how these will affect their students' productive life in society.

The use of a cultural package in the development of courses will prepare graduates more adequately for cross-cultural encounters in the workplace. Restructuring curriculum through internationalization will provide skills necessary for graduates to react more quickly and appropriately to an ever-changing and shifting environment in which competition is becoming increasingly intense. Our dietetic technician graduates with intercultural and cross-cultural skills will function successfully in a new world order. Cross-cultural competency also implies that graduates of the program will possess greater potential not only in dealing more effectively with macro cultures but it will also aid them in understanding and interacting more productively and harmoniously with subcultures with in our society or communities.

Cultural competence among health providers such as dietetic technicians requires that they understand the patient's/client's specific risks and deliver ethnically appropriate, effective intervention services that are culturally appropriate and effective. Accurate information regarding specific ethnic-specific areas is fundamental to any nutritional care delivery or process. Cultural competence in providing health care will require greater attention to the assessment and care of patients/clients. Finally, if a dietetic technician is to improve health outcomes of patients/clients, he/she needs more effective implementation of culturally sensitive measures known to be associated with better health outcomes.

The same principles would apply when graduates of any programs interact with a culturally diverse workforce. Working with or managing a culturally diverse workforce requires the same cultural competence needed in providing nutritional care to

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patients/clients. Finally, internationalization of curricula positions any educational institution and its graduates and faculty strategically in the global economy.

Recommendations

The purpose of the project was to internationalize the Dietetic Technician program. The findings of the project and the review of literature led to several recommendations.

Internationalization Process

1. The internationalized DT program should provide the model for further internationalization of curriculum not only in the Consumer and Hospitality Services Division but also in the entire college.
2. The Advincula-Carpenter internationalization process (ACIP) should be modified to better facilitate its integration into the WIDS software.
3. The use of focus groups for each discipline should be utilized to gather data for internationalization of programs.

International Education Development and Opportunities

1. Professional development in multicultural education should be made available to faculty and staff.
2. The International Education Committee should develop more faculty foreign exchange and student study abroad opportunities.
3. The International Education Committee should develop a comprehensive multicultural academic support center.

Recommendations for Further Research

1. Research is needed that explores successfully implemented internationalized curricula.

2. Research is needed to "bench mark" internationalized programs that have been monitored for success or failure.

Plan for Implementation

The internationalized technical courses was presented to the faculty and the advisory committee of the Dietetic Technician program for approval, adoption, and implementation beginning the Fall semester of 1996-1997 academic year. The process of internationalizing the DT technical courses was presented to the faculty and advisory committee at its April 23, 1996 meeting (Appendix O). The internationalization of each of the technical courses was discussed for further input and clarification. Continuous input will be provided as appropriate or at any point of the implementation period. The members of the advisory committee will be provided with the 15 internationalized technical courses as requested. The members will add learning activities and performance activities based on their experiences and observations to help the faculty implement the project successfully. The faculty will make all the effort to implement the internationalized modules of the 15 technical courses in the coming academic year as courses are scheduled.

During the 1996 Summer term, the academic resource center of the DT department will be developed. The resource materials, including the internationalized course outcome summary and lesson plan of the 15 technical courses, will be indexed, coded, and labeled. One set will be delivered to the reserve section of the MATC library at its Milwaukee campus where the DT program is located. A third set will be kept at the Dean's office. All resource materials will be made available to students, faculty, staff, and the public.

The faculty will be provided staff development opportunities to prepare them to teach the international modules of the technical courses. The faculty are scheduled to attend the First WTCS Annual Summer Institute on Internationalizing Curriculum in Madison, June 5-7, 1996 (Appendix O). The resource materials in the DT academic support center will provide adequate support to help implement the learning activities and performance assessments. Finally, each faculty will be afforded sufficient coaching on internationalization of curriculum as part of their annual performance review. The implementation plan was approved by the advisory committee (Appendix P).

Plan for Evaluation

Focus groups of graduates and employers of the DT program will be convened two years after the initial implementation of the internationalized courses. The questions asked the focus groups for this research project will be modified for the future evaluation focus groups:

1. What have been your experiences working with a multinational workforce and providing service to multinational patients/clients?

2. What have been the benefits of adding an international perspective in the current Dietetic Technician program?

3. What have been the barriers in internationalizing the Dietetic Technician program?

The responses of the two focus groups, before and after the internationalization of the DT program, will be compared and evaluated as to the project's impact on working with a multinational workforce, patients, and clients.

An ongoing follow-up with faculty will be performed during their regularly scheduled coaching conferences. Relevant and appropriate adjustments of the internationalized modules and elements will be administered at this time. This evaluation plan was approved by the DT advisory committee at its April 23, 1996 meeting (Appendix O).

Plan for Dissemination

This project should be disseminated through presentations to local, national, and international conferences besides departmental and faculty meetings at MATC and the other WTCS colleges. The project has been presented in three international conferences, one local conference, and will be presented at a state conference in June 1996. An abstract of the project has been submitted for presentation at the October, 1996 annual meeting and conference of the American Dietetic Association. The faculty will be provided time to present the model to dietetic associations, colleges, and universities. The project will be presented to the program chairs of the Milwaukee Dietetic Association and the Wisconsin Dietetic Association for consideration in their forthcoming annual meetings.

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APPENDIXES

Appendix A

Dietetic Technician Program Academic Plan

DIETETIC TECHNICIAN

TERM:	TECHNICAL COURSES:	
1	313-151 BASIC NUTRITION	3
2	313-108 FD SERVICE MGT I	3
2	313-124 ADVANCED NUTRITION	2
2	313-134 ADV NUTR/COORD PRAC	1
2	313-156 NUTR IN LIFE CYCLF	2
2	313-166 NUTR/LIFE CYCLE-CP	1
3	313-125 DIET THERAPY 1	4
3	313-155 COMMUNITY NUTRITION	2
3	313-135 DIET THP/COORD PRAC	2
3	313-157 FD SERVICE MGT II	3
3	313-167 FD SERVICE COOR PRAC	2
4	313-126 DIET THERAPY 2	2
4	313-127 SEMINAR-DIETETICS	1
4	313-136 FLD EXPER NUTR CARE	2
4	313-146 FDSRV MGT FIELD EXP	2
		32

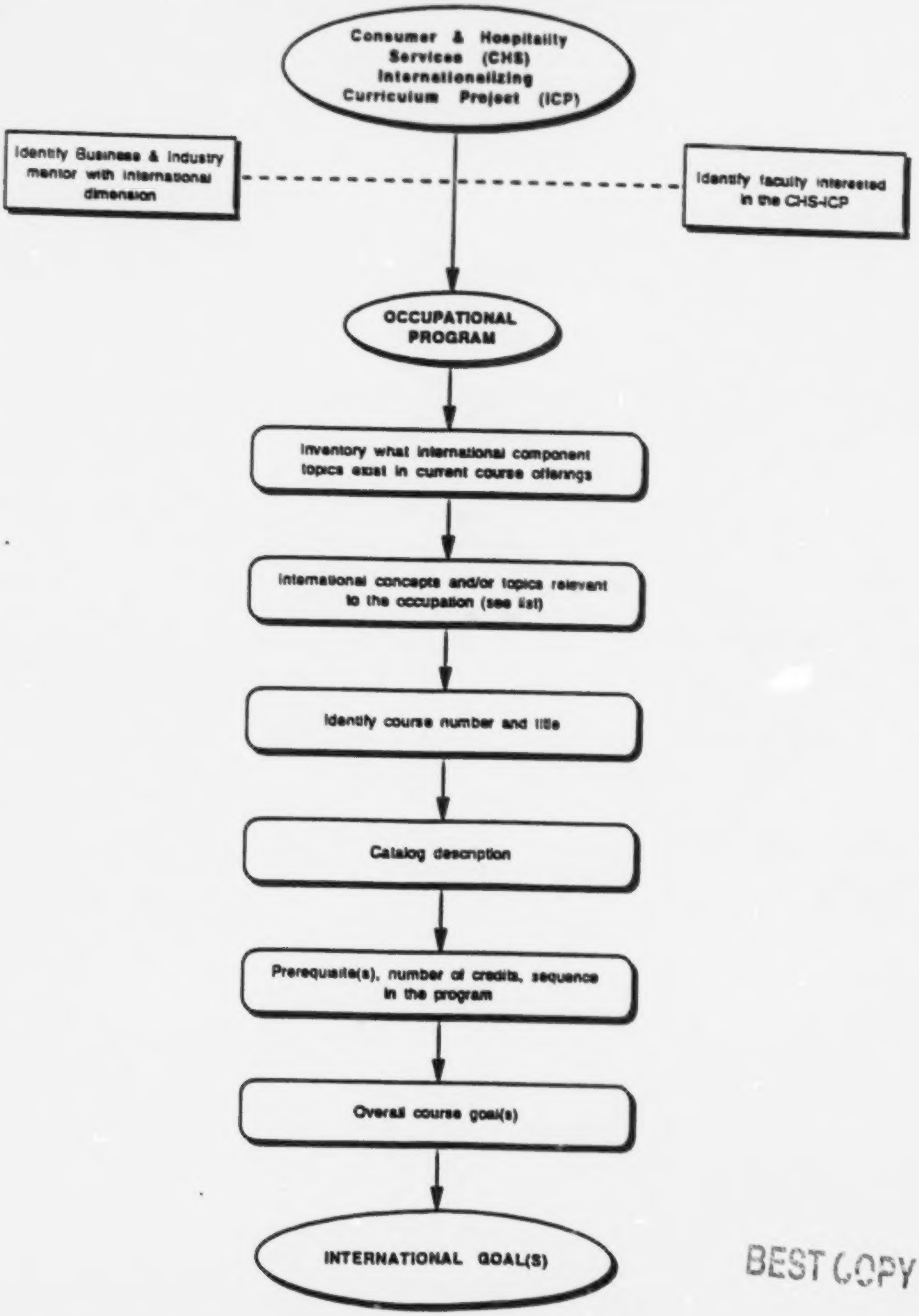
TERM:	TECHNICAL SUPPORT COURSES:	
1	313-105 COMPUTER IN DIETETIC	1
1	313-123 DIET ORIENT	2
1	313-160 MED TRM/DIETETIC TN	1
1	317-100 APPL FD SERVICE SAN	1
1	806-111 INTRO BIOCHEMISTRY	3
2	313-107 FD SCI	2
2	313-152 PHYSIOLOGY/DIETETIC	2
		12

TERM:	GENERAL EDUCATION COURSES: (NOTE WHERE PROGRAM REQUIREMENTS WILL DIFFER FROM THE STANDARD 15 CREDITS)	
1	801-151 COMM SKILLS 1	3
	IF 801-151, FOLLOW WITH 801-152	
	OR 801-201 ENGLISH 1	(3)
	DO NOT MIX 100-S WITH 200-S ENG	
1	809-199 PSYCH HUMAN REL	3
	OR 809-231 INTRO TO PSYCHOLOGY	(3)
	OR 809-233 SOCIAL PSYCHOLOGY	(3)
	OR 809-235 PSYCH OF ADJUSTMENT	(3)
2	801-152 COMM SKILLS 2	3
	DON'T MIX 801-151 WITH 200-S CRS	
	OR 200-SERIES COURSE FROM 801	(3)
	OR 200-SERIES COURSE FORM 810	(3)

4		809-195 ECONOMICS	3
	OR	809-201 PRIN OF MICROECON	(3)
	OR	809-202 PRIN OF MACROECON	(3)
4		809-197 CONTEMP AMR SOCIETY	3
	OR	200-SERIES COURSE FROM 803	(3)
	OR	200-SERIES COURSE FROM 809 EXCEPT 809-235, 809-233, 809-231	(3)
			15
	ELECTIVES:		
3		999-999 ELECTIVE	3
4		999-999 ELECTIVE	3
			6
	OTHER RECOMMENDED COURSES:		
		101-111 ACCOUNTING 1	4
		102-134 BUS ORG & MGMT	3
		307-163 INT CH GROWTH & DEV	3
		518-150 FD PURCHSNG MRKTG	2
		518-158 OPRTNL COST CNTRL 2	3
		524-150 EXER PHYS/INJR PREV	3
		802-117 CONV SPAN/SERV OC 1	3
		806-110 BASIC CHEMISTRY	5
		806-161 MICROBIOLOGY	4
		807-210 ACTIV APPR/WELL-FIT	3
		809-210 DEATH AND DYING	3
TOTAL CREDITS:			65

Appendix B

Process to Internationalize Occupational Programs in the Consumer and Hospitality Services Division


Consumer & Hospitality Services (CHS) Internationalizing Curriculum Project (ICP)
Identify Business & Industry mentor with international dimension
Identify faculty interested in the CHS-ICP
OCCUPATIONAL PROGRAM
Inventory what international component topics exist in current course offerings
International concepts and/or topics relevant to the occupation (see list)
Identify course number and title
Catalog description
Prerequisite(s), number of credits, sequence in the program
Overall course goal(s)
INTERNATIONAL GOAL(S)

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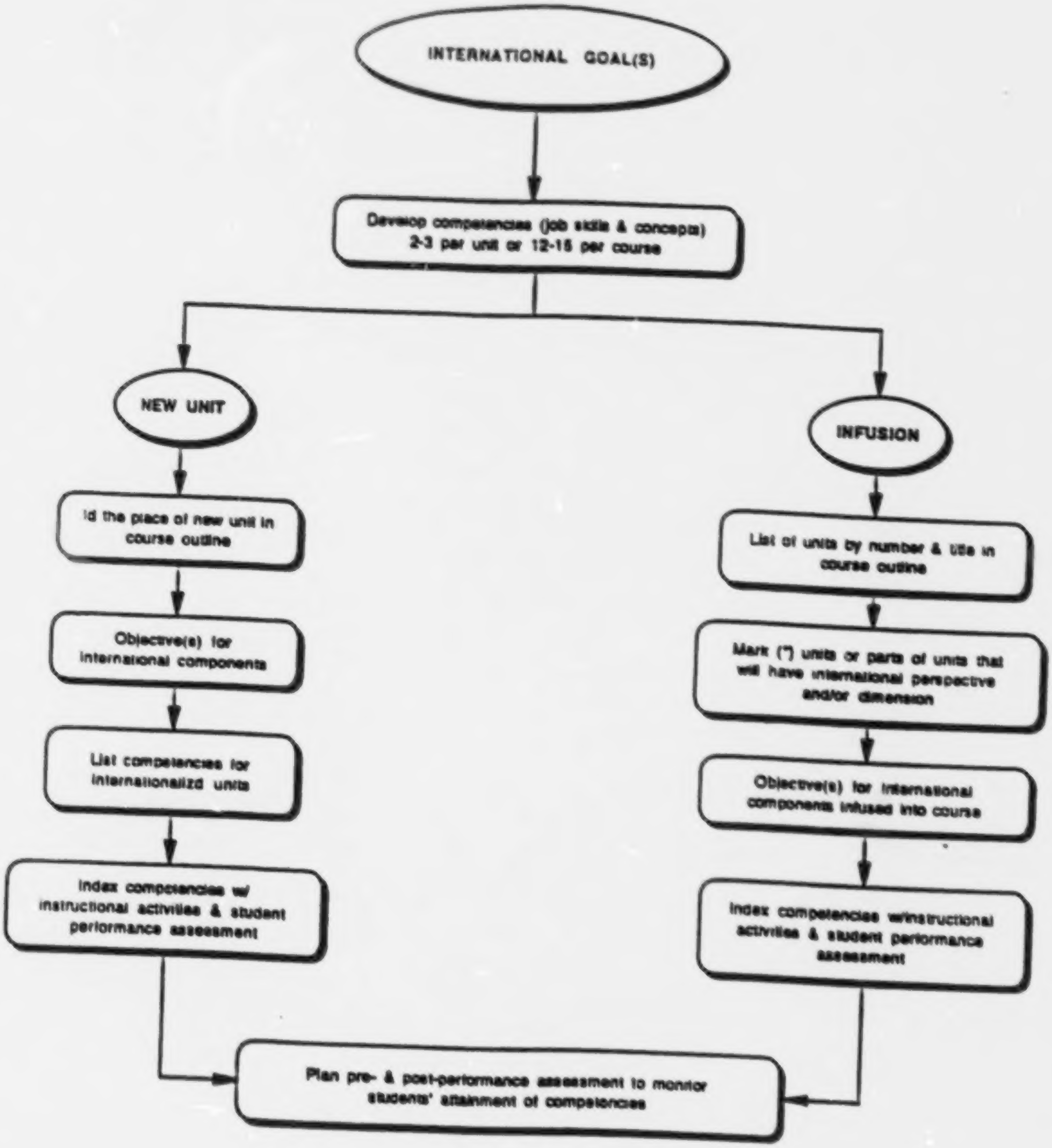
INTERNATIONAL GOAL(S)
Develop competencies (job skills & concepts) 2-3 per unit or 12-15 per course
NEW UNIT
INFUSION
Id the place of new unit in course outline
Objective(s) for international components
List competencies for internationalizd units
Index competencies w/ instructional activities & student performance assessment
List of units by number & title in course outline
Mark (*) units or parts of units that will have international perspective and/or dimension
Objective(s) for international components infused into course
Index competencies w/instructional activities & student performance assessment
Plan pre- & post-performance assessment to monitor students' attainment of competencies

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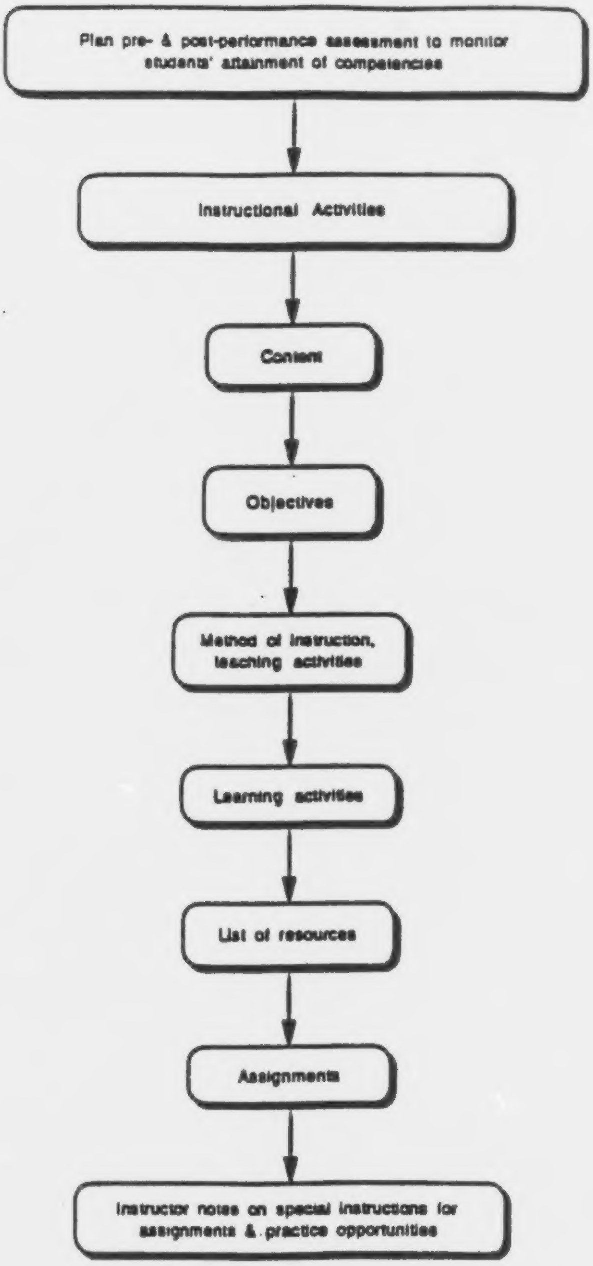
Plan pre- & post-performance assessment to monitor students' attainment of competencies
Instructional Activities
Content
Objectives
Method of instruction, teaching activities
Learning activities
List of resources
Assignments
Instructor notes on special instructions for assignments & practice opportunities

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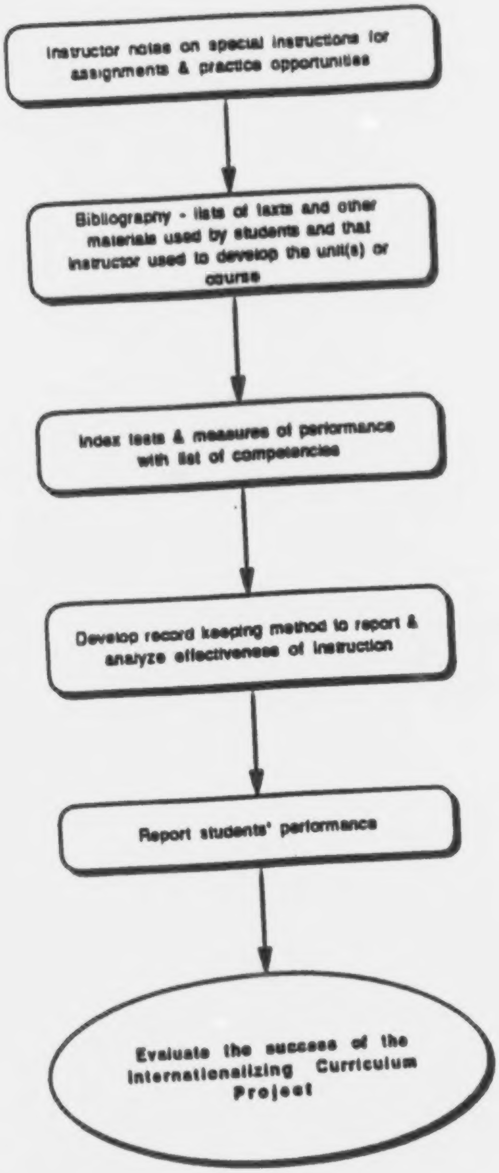
Instructor notes on special instructions for assignments & practice opportunities
Bibliography - lists of texts and other materials used by students and that instructor used to develop the unit(s) or course
Index tests & measures of performance with list of competencies
Develop record keeping method to report & analyze effectiveness of instruction
Report students' performance
Evaluate the success of the Internationalizing Curriculum Project

Appendix C

Agenda and Reports on the Consumer and Hospitality Services Division Meeting in September, 1994

Consumer and Hospitality Services

DIVISION MEETING
Friday, September 16, 1994
7:30 am to 12:00 pm
Gourmet Dining Room

AGENDA

7:30	Fellowship and refreshment Introductions	Culinary Arts, Baking Production, Food Service Production
8:00	CHS Vision, Mission, Philosophy, Values and Goals	Marietta M.Advincula
	Departmental accomplishments and goals for 1994-95	Associate Deans
8:15	Grant application priorities and process	Donna McCarthy Gary Beier
8:30	Support service for field experience, practicum, co-op	Carol Martin
8:45	Working with students	Archie Graham
9:00	Grade appeal process	Gus Kelley
9:15	Combined giving	Pat McFarland-Kern
9:30	Internationalization of Curriculum	Lourdene Huhra Marietta M. Advincula
9:45	International education travel sharing	Marietta M. Advincula Marian McEvilly
10:45	School-to-work CHS projects	Robert Ilk, Jean Dueling
11:00	District School-to-work	Bonnie Madigan, Tom Moede
11:15	Mini workshops A. Special needs issues B. Working with students C. School to work/tech prep D. Internationalization of Curriculum	Faculty and Staff

11:45 Sharing	Barbara Cannell
12:00 Evaluation and adjournment	Marietta M. Advincula

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SURVEY
DIVISION MEETING, SEPTEMBER 16, 1994

PLEASE INDICATE YOUR RESPONSE BELOW AND RETURN TO MARIETTA BEFORE YOU LEAVE THE MEETING.

	worthwhile	not worthwhile
1. I found the fellowship gathering	☐	☐
2. The presentation on grants was	☐	☐
3. The presentation on support service, field experience, practicum, co-op was	☐	☐
4. The presentation on working with students was	☐	☐
5. The presentation on grade appeal was	☐	☐
6. The presentation on school-to-work was	☐	☐
7. The presentation on internationalization of curriculum was	☐	☐
8. The presentation on international education travel sharing was	☐	☐
9. The mini workshop was	☐	☐
10. The sharing was	☐	☐
11. The presentation on combined giving was	☐	☐
12. Overall, the division meeting was	☐	☐

Please offer your written comments and suggestions for planning future meetings of the division including length and time of the year. Thank you.

Result of evaluation of the CHS Division meeting on September 16, 1994

The division has 68 full-time faculty and staff and 8 part-time staff or a total of 75. Of the 75, 67 were present at the meeting (5 faculty and 3 par-time staff were excused); and of the 67, 41 (67%) turned in their evaluation sheet.

	worth-while	not worth-while	no opinion
1. I found the fellowship gathering	29	6	6
2. The presentation on grants was	36	2	3
3. The presentation on support service, field experience, practicum, co-op was	33	4	4
4. The presentation on working with students was	38	3	0
5. The presentation on grade appeal was	41		0
6. The presentation on school-to-work was	39	2	0
7. The presentation on internationalization of curriculum was	32	9	0
8. The presentation on international education travel sharing was	24	16	1
9. The mini workshop was	37	3	1
10. The sharing was	36	4	1
11. The presentation on combined giving was	34	7	0
12. Overall, the division meeting was	36	5	0

UNEDITED COMMENTS OF THE DIVISION MEETING ARE AVAILABLE FROM MARIETTA FOR PARTIES INTERESTED TO READ THEM (ITEMS 1-12).

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Appendix D

International Education Committee Report and Recommendations

(DRAFT)

Committee Members:

Marietta Advincula
Mark Baganz
Pablo Cardona
Joe Casey
Ruth Cimperman
Lourdene Huhra
Daniel Inyang
Gary Krukar
Dick Muirhead
Keith Roberts
Claudia Rucinski-Hatch
Steve Turner
Paul Weber

Facilitator: Vicki Martin

MISSION: To develop a comprehensive plan to internationalize MATC.

VISION: The MATC International Education Committee will promote experiences and linkages between MATC and global communities that will lead to improved international competencies in our students, faculty, and staff.

INTRODUCTION

The International Education Committee has used the CQI tools and processes to develop priorities for Year 1 for internationalizing MATC. These priorities are included on the two-page attachment. A brief explanation of the committee's thoughts relative to each of the priorities is listed below:

1. SEEK AND OBTAIN FUNDING FOR INTERNATIONAL EDUCATION

We understand that new initiatives must be funded and have already endorsed a grant proposal that has since been written and may well be funded. We also understand that some internal funding may be required and have requested and internal reallocation of money so that an international budget can be developed.

2. DEVELOP AND OFFICE OF INTERNATIONAL EDUCATION (OIE)

In order to be truly comprehensive, the international education activities must be administered from a districtwide office. It is our recommendation that the office of international education be attached to the Department of Research, Planning, and Development so that it will have districtwide scope and will be closely linked with the Office of Grants and Development.

MATC is an Affirmative Action/Equal Opportunity Institution and complies
with all requirements of the Americans With Disabilities Act

Appendix F

Formative Committee #1

Mary Mueller, Consultant, UWM Extension Food and Nutrition Program

Joe Hunt, Native American Consultant

Yvonne Greer, Nutritionist Supervisor, Milwaukee Department of Health

Karen Fowler, Chief Dietitian, Milwaukee County Corrections

Donna Thompson, Food Service Director, Catholic Nursing Home

Ceferina Valerio, DT program student and Dietary Manager, St John Nursing Home

Rita Reinke, DT program graduate and Dt Consultant

Sandy Krause, Registered Dietetic Technician (DTR), WIC Nutritionist

Rosalie Guzman, MBA, RD, Nutritionist and Consultant

Appendix E

List Of Components Of Global Education*

POPULATION
TERRAIN
NATURAL RESOURCES
ECONOMIC SYSTEMS
WORLD TRADE
INDUSTRY
FASHION
TRANSPORTATION
LANGUAGE
HISTORY
RELIGION
POLITICAL SYSTEMS
CLIMATE
ARCHITECTURE
VALUES
HEALTH CARE
EDUCATIONAL SYSTEMS
FAMILY
ARTS AGRICULTURE
WATER SYSTEMS
COMMUNICATIONS
SELF-SUFFICIENCY
RECEPTION TO CHANGE
POLITICAL
BOUNDARIES
CUSTOMS
TRADE

ECOLOGY
FOOD DISTRIBUTION
ENERGY
MILITARY (WAR)
GEOGRAPHY
HUNGER
ARMAMENTS
RECREATION
LITERATURE
MEDIA
SOCIAL CLASSES
CIVIL RIGHTS
WOMEN'S RIGHTS
UTILITIES
INTERNATIONAL LAW
SEABED
BANKING
HOUSING
OCEANOGRAPHY
WELFARE
POLITICAL IDEOLOGIES
INTERNATIONAL
ORGANIZATIONS
BIRTH /DEATH RESULTS
SPORTS
TAX SYSTEMS
OCCUPATIONS
URBAN STUDIES

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*MATC International Education Committee

Appendix G

Dietetic Technician/Dietary Manager Advisory Committee

November 14, 1995 Meeting Minutes

ABRIDGED

MEMBERS
Karen Fowler, House of Correction
Mary Maxey, Wisconsin Lutheran Care Center
Barbara Fortier (for Amanda Qualls)
Anne Bender, West Allis Memorial Hospital
Geraldine Carter, Consultant
Anna Hill, UW-Extension
Marianne Koch, St. Mary's Hospital
Patty Latham, Wis. Div. of Health, Milw. SE Region
Robert McCrory, Colonial Manor

MATC REPRESENTATIVES
Marietta Advincula, Dean, CHS
Vivian Attipetty, Instructional Development
Marian Benz, Instructor, CHS
Jean Dueling, Instructor, CHS
Marti Hoddy Hunt, Instructor, CHS

CALL TO ORDER

This meeting was chaired by Mary Maxey, who called the meeting to order at 7:55 a.m. Ms. Maxey began the meeting with a welcome, and introductions were exchanged.

ADDITIONS TO AGENDA

No additions to agenda were proposed.

INTERNATIONALIZATION OF DIETETIC TECHNICIAN CURRICULUM

Marti Hoddy Hunt reported to the committee on the progress of internationalizing the Dietetic Technician Curriculum. The current international unit is now 2 hours, which will be added as a 4 hour unit and added into the nutrition class. Dean Advincula stated that she would like to see focus groups organized with three to four members in each group. It was noted in the discussion that practitioners and members of the MDA will be invited to participate. The focus groups are due to meet sometime in December or January

ACADEMIC PLAN/CATLOG UPDATE

Jean Dueling stated that it would be good to increase program credits in the Dietetic Technician program to 65 credits. Course number 303-107 *Food Science/Sanitation* will be split. She also noted that it would be good to add *Community Nutrition*, which would be a two credit course. *Computers in Dietetics* would be a one credit course. *Food Science* would be a two credit course and would include a lab and a lecture and a separate sanitation course of one credit. The program would be increased from 64 credits to 65 credits.

Marti Hoddy Hunt stated that *Basic Nutrition* should be placed under the Technical Support grouping and Community Nutrition skills ought to be technical. 303-105 *Computers in Dietetics* and 303-123 *Dietetic Orientation* will be moved to the Technical Support category. **Basic Nutrition* has to stay under Technical courses to maintain 32 required credits in this category. (*Marietta Advincula's note after the meeting.)

The course name for 303-108 *Quantity Food Production* will be changed to *Food Service Managment I* and 303-157 will be renamed *Food Service Management II*. 303-167 will be renamed *Food Service Management Coordinated Practice*.

Marietta Advincula stated that all 303 course numbers in the Dietetic Technician program will be changed to 313; and Dietary Manager courses will be 312 course numbers and would include: Nutritional Care; Field Experience for Food Management Systems; and Field Experience.

Marian Benz reported that *Math for Dietary Managers* is being changed to course no. 316-100, *Math for Food Service and Hospitality*; and, will be offered in the first semester. Other courses to be included are: Course No. 317-100 *Sanitation* and course no. 316-100 *Introduction to the Food Service Industry*. Both of these courses are one credit courses and will be added to the First Year, First Semester in the Academic Plan.

A motion was made by Karen Fowler and seconded by Barbara Fortier to approve the Academic Plan and Catalog Update for the Dietetic Technician program as presented to the committee. The motion carried.

Following discussion, a motion was made by Karen Fowler and seconded by Mary Maxey to approve the Academic Plan and Catalog Update for the Dietary Manager program submitted to the committee. The motion carried pending approval of members not present.

CAPITAL, AV AND COMPUTER REQUESTS

Marietta Advincula requested that the committee members give a vote of confidence to the instructors and the dean for obtaining the necessary capital, AV and computer requests. A motion was made by Karen Fowler and seconded by Mary Maxey that a vote of confidence be given to the instructors and the dean relative to capital, AV and computer requests. The motion carried pending approval of members not present.

COMMENTS AND RECOMMENDATIONS

STUDENT REPRESENTATIVES/ADVISORY COMMITTEE MEMBERS Barbara Fortier commented that Basic Nutrition and Physiology are two of the toughest courses in the

Dietetics program and she thinks that Food Science is wonderful. Karen Fowler and Marietta Advincula agreed that teaching in the dietetics program adapts to needs in the industry. Karen Fowler noted that community nutrition is an area that will expand--it's a growth area.

Marti Hoddy Hunt stated that she had done her own academic alert letters and set up a plan for the students' progress. She noted that with her own academic alert that she received a Dietetic 100% success rate in getting students to come in to conference with her.

An issue was raised here; each faculty teach differently. The students' concern was addressed to say that it is to the students advantage to be exposed to a diverse care plan to prepare them for the diverse client/patients in the real world.

Mary Maxey stated that the highest drop out rate is in the first semester. Jean Dueling reaffirmed that that is correct. Dean Advincula stated that students need support in that first semester in order to succeed in the program.

DATE OF SPRING MEETING

The spring meeting of the Dietetic Technician/Dietary Manager Advisory Committee will be on Tuesday, April 23, 1996 at 7:30AM at the downtown Milwaukee MATC campus.

ADJOURNMENT

There being no further business the meeting adjourned at 9:25AM.

Respectfully submitted,

Anna Gizewski, recording secretary

A:\DIETARY\NOV95.MIN
11/30/95

Appendix H

Letters to form the focus Groups

JANUARY 16, 1996

Dear

I am developing a plan to internationalize the Dietetic Technician program at MATC as my major applied research project for completion of my doctoral degree at Nova Southeastern University. The internationalization of curriculum is also a major project in all division at MATC as part of a grant from the U.S. Department of Education.

As is true in all research projects, I need to collect data on international skills and intercultural skills needed by dietetic technicians in order to (a) provide better and more effective nutritional care services to their multinational clients/patients, (b) prepare them to work in a multinational work force environment and (c) prepare them to accept the challenges of working in a foreign country.

The selected strategy to collect the data is through Focus Groups Brainstorming Responses To Two Questions:

> **What have been your experiences working with a multinational work force and providing service to multinational clients/patients?**
>
> **What would be the benefits of adding an international perspective in the current Dietetic Technician program? What would be the barriers?**

Your name was recommended to me by some members of the Advisory Committee and Faculty of the Dietetic Technician Program at MATC to be part of these focus groups to help me with the above process.

I have scheduled the following meeting dates at MATC to hold these Focus Group meetings as follows:

CHS FOCUS GROUP MEETINGS
ROOM S216
WEDNESDAY, JANUARY 31, 1996 OR
THURSDAY, FEBRUARY 1, 1996 OR
FRIDAY, FEBRUARY 2, 1996

ALL MEETINGS WILL BE FROM 2:00 -4:00 PM

Please call me at 297-6439 if you are able to attend any of the above meeting dates. If you are able to attend a meeting, I will reimburse your parking fee at any of the parking lots nearby.

Looking forward to working with you on this project.

Sincerely,

Marietta M. Advincula
Dean

enc/Dietetic Technician curriculum

TO: Jean Dueling Marti Hoddy-Hunt
Marian Benz Barbara Rodriguez Graff
Yvonne Greer Pat Tahara

FROM: Marietta M. Advincula
Dean

DATE: January 16, 1996

RE: Internationalizing Dietetic Technician Program
Friday, January 26, 1996
1:30 to 3:30 pm
MATC Room M676

Thank you for accepting to work with us on our Internationalizing Curriculum (IC) project. MATC is committed to internationalize selected programs from each of its academic divisions as part of a grant from the Department of Education. As part of that commitment, an IC coordinator for each division was appointed. Pat Tahara is the CHS IC coordinator.

Please review the enclosed DT program curriculum, goals and objectives of CHS IC project, and the CHS IC flow chart. Besides the IC goals and objectives, the CHS division is using the following as criteria to approve IC proposals - the outcome of the IC project will demonstrate that the project will help prepare the students of the program to:

1. work with a multi-national work environment;
2. provide services to multi-national clients; and
3. develop intercultural/international skills to be able to compete in the global marketplace.

AGENDA

1:30	Check-in
1:35	Introductions
1:45	MATC Internationalizing Curriculum Project Pat Tahara
	CHS Internationalizing Curriculum Project Flow Chart
2:00	Review Technical and Technical Support Courses of the Dietetic Technician (DT) program
2:15	Select course(s)
2:30	Brainstorm international/intercultural core abilities
2:45	Brainstorm course/unit specific international/intercultural skills
3:00	Brainstorm class activities
3:15	Brainstorm resources
3:25	Wrap and evaluation
3:30	Adjournment

Please review the enclosed materials prior to our meeting on Friday, January 26, 1996.

I suggest that you park in any nearby parking structure and send me your parking receipts for a refund.

Looking forward to our meeting.

c: Mary Kelly

enc/

Appendix I

Formative Committee #2

Marty Hoddy-Hunt, Faculty, DT program, MATC

Jean Dueling, Program Director and Faculty, DT program, MATC

Marian Benz, Program Director, Dietary Manager, MATC and Faculty, DT program and Dietary Manager, MATC

Pat Tahara, Coordinator, CHS Internationalizing Curriculum

Project, Faculty, Culinary Arts program, MATC and Dietary Manager

Barbara Rodriguez-Graf, Nutritionist Educator, Milwaukee Public

Appendix J

Food Service Strategic Planning Committee Report

FOOD SERVICE STRATEGIC PLANNING
May 8, 1995

Mission: CHS will provide quality occupational programs that will offer a diverse and skilled workforce to the local and global marketplace as well as provide lifelong learning to benefit the community at large.

Committee members (number of times in attendance):

M Advincula (3)	K Beatty (2) *	M Benz (1)
A Biezek (1) *	P Brinkman (1)	R Castillo (1) **
M Cibulka (1)	C Cullen (1) ***	J Dvorak (2) *
J Dueling (1)	K Flower (1) *	R Grimm (2)
J Hazlett (1) *	J Hicks (1) *	B Holloway (1)
M Hunt (1)	R Ilk (3)	J Jacobs (1) **
G Kelley (3)	S Kissler (2)	J LoCicero (1) *
D Lofton (2)	M Maxey (2) *	C Miranda (2)
J Nault (1) ****	T Nelson (2) *	B O'Neill (1)
L Palmer (1) *	M Picus (3) *****	J Reiss (1)
M Rohan (2)	M Skidmore (1) *	J Sorenson (1) *
T Spoerl (1) *	H Strupp (1) *	C Susedik (3)
P Tahara (3)	S Thron (2)	P Wasielewski (2)
P Weber (1)		

* Advisory Committee member
** Community Base Organization
*** State Consultant
**** Counsellor
***** Student

EXECUTIVE SUMMARY

The Food Service Strategic Planning Committee met three times, March 17, March 30 and April 28, 1995. On March 17, the committee was provided with the reason for convening the group, Attachment 1. The committee developed a list of students' and employers' needs, Attachment 2. On March 30, the committee was provided with (a) some program planning guidelines, Attachment 3, (b) MATC and CHS vision, mission statements including the CHS goals, philosophy and values, Attachment 4, and (c) core abilities to be considered in all programs, Attachment 5. Based on reviewing the curricula of the Culinary Arts, Dietetic Technician, Baking Production, Dietary Manager and Food service Production programs, the committee developed goals for marketing the programs, increasing enrollment, food service production and all programs, Attachment 6.

On April 28, the committee recommended 11 goals which also included delineation on what needs to be done, by whom, in what time frame (timeline), how do we know we're on the right track

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and the timeline for the follow up and finally the implementation timeline, Attachment 7. Attachment 8 includes the proposed modified Culinary Arts program which reflects the first year as the modified Food Service Production program.

CONCLUSIONS

The faculty will work with the Dean and Associate Dean to implement the proposed modified Culinary Arts and Food Service Production programs.

The modified Culinary Arts will carry 68 credits and the Food Service Production will carry 33 credits.

The Culinary Arts curriculum will include two new courses, Dining room management and Marketing for food service.

Food Service Production will be part of the Culinary Arts program (first two semester)

The Food Service Production courses will be stacked with the Culinary Arts courses to accommodate students who may not meet the entrance requirements of the associate degree program.

Some if not all of the Food Service Production courses will be offered in the community, i.e., Esparanza Unida's Paloma's Restaurant.

The faculty and advisory committee members will develop the common courses for all the programs, i.e., Introduction to food service industry, Sanitation, Quantity Foods, Math for the food service industry.

The Introduction to food service industry and Sanitation courses will be developed as a College of the Air courses.

The Food science and Quantity foods courses in the Dietetic Technician will be modified to reflect the above changes.

Baking apprenticeship will be revived.

Baking production program will continue to integrate the RBA modules into its curriculum.

Attachmnet 9 are the minutes of the three meetings, March 17, March 30 and April 28.

Appendix K

Dietetic Technician Course Outcome Summary: Non-Internationalized

The Nutrition in the Life Cycle course, 10-313-156, is one of the 15 Technical courses in the Dietetic Technician program. The course outcome summary (COS) that is appended in the following pages demonstrates the generic elements of the WIDS COS that are part of all COS (course outline) of all courses at Milwaukee Area Technical College. These elements are as follows:

- Front or cover page of the COS
    - District
    - Developer(s)
    - Date
    - Course Title
    - Course Number
    - Credits
    - Hours (50-minute periods)
        - Hours in class and hours outside effort
            - Classroom presentation
            - On Campus Laboratory and Clinicals
            - Individualize/Independent Study
            - Simulated or Actual Work Experience
            - On-the-job experience
    - Course Description
    - Course Goals
    - Prerequisites
    - Text/Resources

- Supplies
- Core Abilities

Competencies and Performance Standards

- Unit(s)
    - Competency(ies)
    - Criteria of satisfactory performance
    - Conditions to demonstrate competence

The core abilities and lesson plans for the current course outcome summary of the Dietetic Technician program courses have not been developed.

Nutrition in the Life Cycle
Course Outcome Summary

District:	**MATC-Milwaukee - Milwaukee Area Technical College**
Developer(s):	**Jean Dueling**
Date:	**1/18/96**

Course Title:	Nutrition in the Life Cycle	
Course Number:	10-313-156	
Credits:	3	
Hours (50-minute periods):	54	
	Hours in class:	**Hours outside effort:**
A. Classroom Presentation	54	108
B. On Campus Laboratory and Clinicals	0	0
C. Individualize/Independent Study	0	
D. Simulated or Actual Work Experience	0	
E. On-the-job experience	0	

Course Description:

The nutrient and nutritional counseling needs for normal growth and optiomal health throughout the life cycle are explored.

Course Goals:

To devleop the competencies needed to assess, plan, implement, and evaluate the nutritional needs of individuals and groups with emphasis in the stages of the lifecycle: pregnancy, lactation, infancy, childhood, adolescence adulthood, and elderly.

To identify health/nutritional and lifestyle intervention factors to reduce the incidence of the "killer diseases".

To identify appropriate educational resources and develop lesson plans for individula s and groups at the various stages of the lifecycle and of ethnic diversity.

Prerequisites:

313-151 Basic Nutrition
Completion or concurrent registration in 313-124, and 313-134

Text/Resources:

Williams, Worthington-Roberts, Nutrition Throughout the Life Cycle, Mosby

The American Dietetic Association, Manual of Clinical Dietetic, The American Dietetic Association

Dietetic Technican Program, 303-156/166 Learning Packet, MATC Bindary

Course Outcome Summary

Supplies:

Calculator
3-ring bnder
Spiral Notebook

Core Abilities:

Competencies and Performance Standards

Unit I. -Introduction		
I.1	Identify the stages of tissue and organism development.	**Criteria - Performance will be satisfactory when:** • learner will view overhead
		Conditions - Competence will be demonstrated: • learner will receive >=73% on objective unit examination
		Learning Objectives **a.** Identify the stages of tissue and organism development.
I.2	Distinguish hyperplasia and hypertrophy and identify the order in which they occur in tissue growth.	**Criteria - Performance will be satisfactory when:** • learner will view identify hyperplasia and hypertrophy utilizing overhead and lecture • learner • learner will identify hyperplasia and hypertrophy in the order they occur using overhead • learner will identify the growth effects of hypertrophy and hypertrophy
		Conditions - Competence will be demonstrated: • learner will receive >=73% on unit examination
		Learning Objectives **a.** Distinguish hyperplasia and hypertrophy **b.** Identify the order in which hyperplasia and hypertrophy occur.

Course Outcome Summary

Unit II. -Pregnancy		
II.1	Define nutrient needs during pregnancy.	**Criteria - Performance will be satisfactory when:** • learner will complete and discuss chapter questions. • menu will include food that provides the increased nutrients needed during pregnancy, intake of prenatal vitamins, and reflect ethnic food choices. • learner will modify a general menu to include increased requirements needed during pregnancy.
		Conditions - Competence will be demonstrated: • chapter questions will be recorded and discussed in class proceeding completion of chapter, as a review. • students in groups will complete menu prior to class and in the classroom verbally explain choices to fellow classmates.
		Learning Objectives **a.** Define nutrient needs during pregnancy.
II.2	Assess the nutritional status of a pregnant woman.	**Criteria - Performance will be satisfactory when:** • learner will evaluate the components of weight gain during pregnancy. • learner plans a menu for a pregnant woman with intake of pre-natal vitamin.
		Conditions - Competence will be demonstrated:
		Learning Objectives **a.** Define the nutritional assessment parameter for the pregnant woman. **b.** Defend the recommended weight gain for the pregnant woman. **c.** Modify a general menu to meet the needs of the pregnant woman.
II.3	Determine the conditions of high risk pregnancy.	**Criteria - Performance will be satisfactory when:** • learner specifies conditions that result in a high risk pregnancy.
		Conditions - Competence will be demonstrated: • by completion of unit examination with a grade of >=73%.
		Learning Objectives **a.** Determine the conditions which may occur during pregnancy that result in a high risk infant.

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Course Outcome Summary

Unit II. -Pregnancy (continued)		
II.4	Develop educational plans to teach/counsel pregnant woman.	**Criteria - Performance will be satisfactory when:** • learner prepares lesson plan for pregnancy woman at WIC site. • learner prepares menu that includes some the the typical foods consumed by assigned ethnic group.
		Conditions - Competence will be demonstrated: • in 303-166 in clinical setting. • Menu is prepared with assistance of general menu and resources.
		Learning Objectives **a.** Develop a plan to teach/counsel pregnant woman how to meet their increased nutritional needs. **b.** Plan menu with fellow students to protray the typical foods eaten by assigned ethnic group **c.** Present menu in class
Unit III. -Lactation		
III.1	Define nutrient needs during lactation.	**Criteria - Performance will be satisfactory when:** • learner identify increased nutrient needs during lactation • learner modifies general menu to meet the needs of the lactating woman.
		Conditions - Competence will be demonstrated: • by unit examination.
		Learning Objectives **a.** Define nutrient needs during lactation.
III.2	Assess the nutritional status of a lactating woman.	**Criteria - Performance will be satisfactory when:** • learner will record the nutritional status parameters for the lactating woman. • learner evaluates the weight loss pattern of a lactating woman. • learner plans a menu for a lactating woman.
		Conditions - Competence will be demonstrated:
		Learning Objectives **a.** Compare the nutritional status of a lactating woman to the needs of the general population. **b.** Evaluate the caloric needs of the lactating woman to support a slow gradual weight loss. **c.** Plan a menu to meet the nutritional needs of a lactating woman.

Appendix L

Internationalized Dietetic Technician Courses

INTERNATIONALIZED COURSE OUTCOME SUMMARY AND LESSON PLAN FOR THE 15 TECHNICAL COURSES OF THE DIETETIC TECHNICIAN PROGRAM

Courses internationalized by infusion:

10-313-124	Advanced Nutrition
10-313-127	Seminar in Dietetics
10-313-134	Advanced Nutrition: Coordinated Practice
10-313-135	Diet Therapy: Coordinated Practice
10-313-146	Food Service Management: Field Experience
10-313-156	Nutrition in the Life Cycle
10-313-157	Food Systems Management 2

Courses internationalized by adding a new unit:

10-313-108	Food Service Management 1
10-313-125	Diet Therapy 1
10-313-126	Diet Therapy 2
10-313-136	Diet Therapy: Field Experience
10-313-151	Basic Nutrition
10-313-155	Community Nutrition
10-313-166	Nutrition in the Life cycle: Coordinated Practice
10-313-167	Food Service Management: Coordinated Practice

INTERNATIONALIZED TECHNICAL COURSES OF THE DIETETIC TECHNICIAN PROGRAM AT THE MILWAUKEE AREA TECHNICAL COLLEGE

Marietta M. Advincula-Carpenter

Milwaukee Area Technical College
June, 1996

ACKNOWLEDGMENTS

To my husband, Dr. Claude P. Carpenter, for his patience, understanding, support, encouragement, and belief in my aspirations for a balanced home life, work life, and community life.

To my children--Monica, Ronna, and Melanie - and my grandson Justin for their presence in my life.

To my institution, Milwaukee Area Technical College, for the opportunities that were made available to me.

To Dr. Martin B. Parks for his mentorship in this project.

To the members of the Focus Groups and the Dietetic Technician faculty whose input was invaluable.

To Thuy Phan and Vivian Attipetty for all their help with WIDS.

To my late husband, Ronaldo C. Advincula, who believed that someday I would publish another professional document.

To all my friends and family who continue to give me their love and encouragement to inspire me in my work to help and give joy to others.

To God who has generously given me the gifts of faith, family, friends, and wisdom to overcome any difficulties I encounter in my journey through life on this planet.

ABOUT THE AUTHOR

Marietta M. Advincula-Carpenter

Marietta M. Advincula-Carpenter is currently Dean of the Consumer and Hospitality Services Division at the Milwaukee Area Technical College in Wisconsin. She taught in the field of Nutrition, Dietetics and Food Service Management at the University of the Philippines, University of Illinois in Chicago and Malcolm X College (City Colleges of Chicago). While at the University of the Philippines, she served as a Nutrition Consultant for the UNICEF Applied Nutrition Programs in the Philippines. Advincula-Carpenter served as Chief Clinical Dietitian at Weiss Memorial Hospital and Assistant Food Service Director at the University of Illinois Hospital in Chicago. Prior to her current position, she was Assistant Dean for Continuing Education at Truman College (City Colleges of Chicago).

Advincula-Carpenter received her Bachelor's degree in Home Economics (major in Nutrition and Dietetics) at the University of the Philippines, Master's degree in Hospital Dietetics at the University of Kansas Medical Center, Certificate in Health Care Management at the University of Illinois in Chicago, and Dietetic Internship from the University of Minnesota Medical Center and the University of the Philippines-Philippine General Hospital.

Elected to Phi Kappa Phi, she was listed in the Who's Who of American Women (1987, 1988, 1989), Who's Who in American Education (1992), and Who's Who in the World (1989). In 1987, Advincula-Carpenter was awarded the Outstanding Award in the Field of Education by the following two organizations: Cavite (Philippines) Association of America, and the Midwest Regional Networking Together Minority Women's Organization.

Advincula-Carpenter continues her ministry to her church and community as well as her commitment to her husband, children, grandson, and her work at the Milwaukee Area Technical College.

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INTRODUCTION

The 15 Technical courses of the Dietetic Technician (DT) program were internationalized by either (a) infusing international, intercultural, and cross-cultural skills or competencies in one of the existing units of the courses, or (b) adding a new unit with international perspective. The Advincula-Carpenter (1994) Process to Internationalize Occupational Programs in the Consumer and Hospitality Division (Appendix A) was employed to internationalize the Technical courses. Of the 15 Technical courses, 7 were internationalized by infusion and 8 by the addition of a new unit.

Four Focus Groups were convened to identify international, intercultural, and cross-cultural skills and competencies (IICSC). The 15 technical courses were internationalized to include the following IICSC generated by the focus groups:

1. Building and development of international skills;
2. Multicultural observation skills;
3. Intercultural (cross-cultural) skills;
4. Recognition of barriers skills;
5. Skills in recognizing different socio-economic conditions;
6. Skills in recognizing personal cultural attributes;
7. Skills in recognizing cultural differences;
8. Skills in recognizing factors in people's food choices;
9. Skills in showing personal interest in a "person";

10. Skills in knowing customs and traditions of different cultures; and

11. Skills in recognizing role of language and its barriers.

The IICSC are reflected in the core abilities, competencies, learning objectives, learning activities, and performance assessment strategies of each of the internationalized courses. These skills were also indicated in the benefits and barriers towards internationalizing the DT program articulated by the Focus Groups. The members of the Focus Groups consisted of the Dietetic Technician faculty, members of the Dietetic Technician/Dietary Manager advisory committee, members of the Milwaukee Dietetic Association, local employers of graduates of the DT program, and current students and graduates of the DT program.

The Wisconsin Instructional Design System (WIDS) software (Appendix B) was utilized to write the Course Outcome Summary (COS) and Lesson Plan (LP) of the internationalized courses. Although WIDS is currently required to write the COS for all courses at Milwaukee Area Technical College, the Lesson Plan is not part of the accreditation requirement of the North Central Association accrediting agency for the college. Table 1 presents the relationship of the Advincula-Carpenter process (ACIP), the WIDS and the Focus Groups' process in the internationalization of the Dietetic Technician program.

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Table 1

Internationalization Process of the Dietetic Technician Program

Advincula-Carpenter Process (ACIP)	Internationalization of Dietetic Technician Program
Identify business and industry mentors	Focus groups
Identify faculty	Focus groups
Occupational program inventory of existing international component topics in courses	Focus groups
International concepts	Focus groups
Identify courses, course numbers, catalog description, prerequisites, number of credits, overall course goals, international goals	WIDS course outline summary cover page
Sequence in the program	Academic Plan
International competency(ies) (core abilities)	Focus groups, WIDS course outcome summary cover page
Units by number, internationalized units, competencies, learning objectives, (new or infused units)	WIDS course outcome summary competencies and performance standards section

(table continues)

Advincula-Carpenter Process (ACIP)	Internationalization of Dietetic Technician Program
Index competencies with instructional activities and student performance assessments, Pre- and post-performance assessment to monitor students' attainment of competencies	WIDS learning plan section
Instructional activities, content, objectives, teaching and learning activities, assignments	Focus groups, WIDS learning plan section
Resources	Focus groups, WIDS course outcome summary cover page
Instructor notes on special instructions for assignments and practice opportunities	WIDS course outcome summary competencies and performance standards and learning plan sections
Bibliography, materials, and other supplies	WIDS course outcome summary text/resources and supplies section, DT program's academic support services

(table continues)

Advincula-Carpenter Process (ACIP)	Internationalization of Dietetic Technician Program
Index tests and measures of performance with list of competency(ies)	WIDS learning plan section
Develop recordkeeping method to report and analyze effectiveness of instruction, report of students' performance	Faculty record system WIDS learning plan section
Evaluate success of the internationalization project	Proposed evaluation strategy of the project

To distinguish the international elements of each of the Course Outcome Summary (COS) and Lesson Plan (LP), the internationalized elements are printed using a different font size and style (11 points and Italic), bolded, and preceded by an asterisk (*). The parts of the COS that include internationalized elements are:

1. Course Goals,
2. Core Abilities, and
3. Competencies and Performance Standards:
   a. Unit,
   b. Competencies,
   c. Criteria - Satisfactory Performance,

d. Conditions - Demonstration of Competence, and

e. Learning Objectives.

The internationalized elements of the Lesson Plan (LP) include the following:

1. Title of the lesson plan,
2. Overview,
3. Learning Objectives,
4. Learning Activities, and
5. Performance Assessment.

The learning activities and performance assessment strategies are indexed against the competency(ies), performance standards criteria, conditions that demonstrate competence(ies) and the learning objectives.

A library of resources to internationalize the program was developed for the DT department (Appendix C). These materials will be available for the faculty, staff, students and the public. This information is reflected on the Text/Resources component of the COS as ADDITIONAL RESOURCES FROM THE DT PROG ACADEMIC SUPPORT, DIETETIC TECHNICIAN DEPARTMENT, MATC.

The process of infusion was accomplished by adding internationalized competency(ies) in an existing unit. The internationalized competency(ies) reflect criteria of performance, conditions that demonstrate competency(ies), learning objectives, and lesson plan for each of the competencies developed. The Technical courses internationalized by infusion are illustrated in Table 2.

Table 2

Dietetic Technician Courses Internationalized by Infusion

Course Number	Course Title
10-313-124	Advanced Nutrition
10-313-127	Seminar in Dietetics
10-313-134	Advanced Nutrition: Coordinated Practice
10-313-135	Diet Therapy: Coordinated Practice
10-313-146	Food Service Management: Field Experience
10-313-156	Nutrition in the Life Cycle
10-313-157	Food Systems Management 2

The courses internationalized by adding a new unit with international perspectives are exhibited in Table 3.

Table 3

Dietetic Technician Courses Internationalized by Adding a New Unit

Course Number	Course Title
10-313-108	Food Service Management 1
10-313-125	Diet Therapy 1
10-313-126	Diet Therapy 2

(table continues)

Course Number	Course Title
10-313-136	Diet Therapy: Field Experience
10-313-151	Basic Nutrition
10-313-155	Community Nutrition
10-313-166	Nutrition in the Life cycle: Coordinated Practice
10-313-167	Food Service Management: Coordinated Practice

These courses were internationalized by adding a new unit in an existing course. This new unit reflects international perspective of the course content and also includes internationalized competency(ies), criteria, conditions, learning objectives, and lesson plan.

Courses Internationalized by Infussion

Advanced Nutrition
Course Outcome Summary

District: **MATC-Milwaukee - Milwaukee Area Technical College**
Developer(s): **Marietta M. Advincula**
Date: **3/22/96**

Course Title: Advanced Nutrition
Course Number: 10-313-124
Credits: 2
Hours (50-minute periods): 36

	Hours in class:	**Hours outside effort:**
A. Classroom Presentation	36	72
B. On Campus Laboratory and Clinicals	0	0
C. Individualize/Independent Study	0	
D. Simulated or Actual Work Experience	0	
E. On-the-job experience	0	

Course Description:

Students learn, through classroom activities, to assess, plan, implement, and evaluate the nutritional and educational needs of individuals at low to moderate nutritional risk in acute and long-term health care facilities.

Course Goals:

INTERNATIONAL GOAL

**** EVALUATE NUTRITIONAL AND EDUCATIONAL NEED OF MULTINATIONAL PATIENTS/ CLIENTS.***

Prerequisites:

313-123, 313-151, 313-160 or concurrent registration

Course Outcome Summary

Text/Resources:

Aronson, The Dietetic Technician. Effective Nutrition Counseling

Pennington JAT and Church HN, Food Values of Portions Commonly Used

Mason M, et al., The Dynamics of Clinical Dietetics

Moore AO and Powers DE, Food Medication Interactions

Grant and DeHoog, Nutritional Assessment and Support

American Dietetic Association (ADA), Manual of Clinical Dietetics

ADDITIONAL RESOURCES FROM THE DT PROG ACADEMIC SUPPORT, DIETETIC TECHNICIAN DEPARTMENT, MATC

Supplies:

3 ring binder
Calculator
Spiral Notebook

Core Abilities:

1. ***OPERATE WITH A FUNCTIONAL UNDERSTANDING OF ONE'S PERSONAL MOTIVATIONS FOR SPECIFIC BEHAVIORS IN RELATION TO OTHERS IN A MULTINATIONAL ENVIRONMENT.***
2. ***DEMONSTRATE ECONOMIC, GEOGRAPHICAL, PSYCHOLOGICAL, SOCIOLOGICAL, AND RELIGIOUS SENSITIVITY TO THE INTERDEPENDENCE AND INTERRELATEDNESS OF WORLD CULTURES.***
3. ***RECOGNIZE CULTURAL DIFFERENCES IN ORDER TO PROVIDE SUCCESSFUL NUTRITIONAL CARE.***
4. ***RECOGNIZE MULTINATIONAL TRAITS AND BEHAVIORS TO PROMOTE UNDERSTANDING FOR A COOPERATIVE WORK ENVIRONMENT.***
5. ***RESPECT CULTURAL DIVERSITY AND PLURALISM IN THE WORKPLACE.***

Competencies and Performance Standards

Unit I. -Introduction
Unit II. -Nutritional Assessment
Unit III. - Documentation

Course Outcome Summary

Unit IV. -Plan/Implementation of Nutrient and Educational Needs	
IV.1 *ASSESS NUTRITIONAL AND EDUCATIONAL NEEDS: PLAN, IMPLEMENT, AND EVALUATE NUTRITIONAL PLAN OF AN ASSIGNED ETHNIC PERSON WHO DEMONSTRATE LOW TO MODERATE NUTRITIONAL RISK.	Criteria - Performance will be satisfactory when: • *LEARNER APPLIES THE PRINCIPLES OF NUTRITIONAL ASSESSMENT AND CARE PLAN. • *NUTRITIONAL CARE PLAN IS PREPARED FOR AN ETHNIC PATIENT/CLIENT AT LOW TO MODERATE NUTRITIONAL RISK.
	Conditions - Competence will be demonstrated: • *IF THE NUTRITIONAL CARE PLAN INCLUDED SPECIFIC CULTURAL AND TRADITIONAL FOOD PATTERNS AND PRACTICES. • *IF MEETING THE NUTRITIONAL NEEDS OF THE ETHNIC PATIENT IS EVIDENT IN THE NUTRITIONAL CARE PLAN. •
	Learning Objectives a. *COMPLETE AN INTERVIEW OF AN ASSIGNED ETHNIC PATIENT/CLIENT. b. *DESCRIBE THE NUTRITIONAL STATUS OF THE PATIENT/CLIENT. c. *EVALUATE THE NUTRITIONAL STATUS BASED ON THE DESCRIPTION OF PHYSICAL AND LABORATORY REPORT. d. *ACCOMMODATE CULTURAL AND TRADITIONAL FOOD PREFERENCES AND PRACTICES OF THE PATIENT/CLIENT. e. *PLAN AND IMPLEMENT THE NUTRITIONAL CARE PLAN. f. *EVALUATE PATIENT'S/CLIENT'S UNDERSTANDING OF THE NUTRITIONAL CARE PLAN.
Unit V. -Evaluation	

Advanced Nutrition

Learning Plan

***NUTRITIONAL ASSESSMENT**
Learning Plan 1

Overview: **TO PROVIDE NUTRITIONAL CARE TO AN ETHNIC PATIENTAT LOW TO MODERATE NUTRITIONAL RISK IN AN ACUTE AND LONG-TERM HEALTH CARE FACILTIY*

**TO DEMONSTRATE ECONOMIC, PSYCHOLOGICAL, SOCIOLOGICAL AND RELIGIOUS SENSITIVITY IN THE NUTRITIONAL CARE PLAN DEVELOPED*

Learning Objectives:

a. **COMPLETE AN INTERVIEW OF AN ASSIGNED ETHNIC PATIENT/CLIENT.*
b. **DESCRIBE THE NUTRITIONAL STATUS OF THE PATIENT/CLIENT.*
c. **EVALUATE THE NUTRITIONAL STATUS BASED ON THE DESCRIPTION OF PHYSICAL AND LABORATORY REPORT.*
d. **ACCOMMODATE CULTURAL AND TRADITIONAL FOOD PREFERENCES AND PRACTICES OF THE PATIENT/CLIENT.*
e. **PLAN AND IMPLEMENT THE NUTRITIONAL CARE PLAN.*
f. **EVALUATE PATIENT'S/CLIENT'S UNDERSTANDING OF THE NUTRITIONAL CARE PLAN.*

Learning Activities:

_____ 1. **INTERVIEW AN ETHNIC PATIENT AT LOW TO MODERATE NUTRITIONAL RISK.*

_____ 2. **GATHER PHYSICAL AND LABAROTORY INFORMATION FROM THE MEDICAL RECORD.*

_____ 3. **EVALUATE THE NUTRITIONAL STATUS BASED ON THE INTERVIEW AND THE MEDICAL RECORD.*

_____ 4. **COMPLETE AND PRESENT THE WRITTEN NUTRITIONAL CARE PLAN TO PATIENT.*

_____ 5. **EVALUATE POSSIBLE COMPLIANCE OF THE PATIENT.*

_____ 6. **DOCUMENT THE NUTRITIONAL CARE PLAN IN THE PATIENT'S MEDICAL RECORD.*

Advanced Nutrition

Performance Assessment:

_____ 1. ***COMPLETE INTERVIEW.***

_____ 2. ***WRITE UP NUTRITIONAL CARE PLAN ACCORDING TO REQUIRED FORMAT.***

_____ 3. ***REPORT THE NUTRITIONAL CARE .***

_____ 4. ***IMPLEMENT THE NUTRITIONAL CARE PLAN.***

_____ 5. ***DEMONSTRATE THE INCLUSION OF ETHNIC FOOD PRACTICES IN THE NUTRITIONAL CAR PLAN.***

_____ 6. ***DOCUMENT THE NUTRITIONAL CARE PLAN IMPLEMENTATION AND FOLLOW UP ACTIVITIES ACCORDING TO REQUIRED FORMAT.***

Seminar in Dietetics
Course Outcome Summary

District: MATC-Milwaukee - Milwaukee Area Technical College
Developer(s): Marietta M. Advincula
Date: 3/24/96

Course Title:	Seminar in Dietetics	
Course Number:	10-313-127	
Credits:	1	
Hours (50-minute periods):	18	
	Hours in class:	**Hours outside effort:**
A. Classroom Presentation	18	36
B. On Campus Laboratory and Clinicals	0	0
C. Individualize/Independent Study	0	
D. Simulated or Actual Work Experience	0	
E. On-the-job experience	0	

Course Description:
Each student develops an in depth seminar on a current topic in dietetics and presents this as a group facilitator and discussion leader. Methods of pursuing and obtaining career opportunities are also identified.

Course Goals:
INTERNATIONAL GOAL

TO PRESENT A SEMINAR TOPIC ON INTERNATIONAL NUTRITION AND DIETETICS ISSUES AND CONCERNS.

Prerequisites:
313-125, 313-135, 313-157, and 313-167
(also included are any prerequisites for these courses)
Overall GPA equal or greater than 2.0

Text/Resources:

Cook-Fuller CC., ***Annual Editions: Nutrition 95/96 (optional)***

ADDITIONAL RESOURCES FROM THE DT PROG ACADEMIC SUPPORT, ***DIETETIC TECHNICIAN***, MATC

Course Outcome Summary

Supplies:

3 Ring Binder
Spiral Notebook

Core Abilities:

1. ****OPERATE WITH A FUNCTIONAL UNDERSTANDING OF ONE'S PERSONAL MOTIVATIONS FOR SPECIFIC BEHAVIORS IN RELATION TO OTHERS IN A MULTINATIONAL ENVIRONMENT.***
2. ****DEMONSTRATE ECONOMIC, GEOGRAPHICAL, PSYCHOLOGICAL, SOCIOLOGICAL, AND RELIGIOUS SENSITIVITY TO THE INTERDEPENDENCE AND INTERRELATEDNESS OF WORLD CULTURES.***
3. ****RECOGNIZE CULTURAL DIFFERENCES IN ORDER TO PROVIDE SUCCESSFUL NUTRITIONAL CARE.***
4. ****RECOGNIZE MULTINATIONAL TRAITS AND BEHAVIORS TO PROMOTE UNDERSTANDING FOR A COOPERATIVE WORK ENVIRONMENT.***
5. ****RESPECT CULTURAL DIVERSITY AND PLURALISM IN THE WORKPLACE.***

Competencies and Performance Standards

Unit I. -Seminar Guidelines

I.1 ****ARTICULATE IN A SEMINAR FORMAT INTERNATIONAL NUTRITION AND DIETETICS ISSUES AND CONCERNS.***	**Criteria - Performance will be satisfactory when:** • ****INTERNATIONAL NUTRITION AND DIETETICS ISSUES AND CONCERNS ARE PRESENTED AND EVALUATED.***
	Conditions - Competence will be demonstrated: • ****IF SEMINAR IS WRITTEN AND PRESENTED ACCORDING TO REQUIRED FORMAT.***
	Learning Objectives a. ****PRESENT SEMINAR ON INTERNATIONAL NUTRITION AND DIETETICS ISSUES AND CONCERNS.***

Unit II. -Resume/Job Search

Seminar in Dietetics

Learning Plan

***INTERNATIONAL NUTRITION AND DIETETICS ISSUES**
Learning Plan 1

Overview: **TO REVIEW INTERNATIONAL NUTRITION AND DIETETICS ISSUES AND CONCERNS.*

**TO DESCRIBE AND DEVELOP APPRECIATION OF NUTRITIONAL ISSUES OF DIFFERENT CULTURES AND COUNTRIES.*

Learning Objectives:

a. **PRESENT SEMINAR ON INTERNATIONAL NUTRITION AND DIETETICS ISSUES AND CONCERNS.*

Learning Activities:

_____ 1. **RESEARCH INTERNET, ERIC, MEDLINE AND AND OTHER DATABASES FOR INTERNATIONAL ISSUES AND CONCERNS IN NUTRITION AND DIETETICS.*

_____ 2. **RESEARCH INTERNET, ERIC, MEDLINE AND AND OTHER DATABASE FOR INTERNATIONAL ISSUES AND CONCERNS IN NUTRITION AND DIETETICS.DATABASE*

_____ 3. **DECIDE ON THE FORMAT OF PRESENTATION FOLLOWING COURSE GUIDELINES.*

_____ 4. **WRITE THE SEMINAR PAPER.*

_____ 5. **PRESENT THE PAPER.*

Seminar in Dietetics

Performance Assessment:

_____ 1. *TOPIC SELECTED IS APPROVED BY THE INSTRUCTOR.*

_____ 2. *SEMINAR PAPER MEET THE CRITERIA SET IN THE COURSE GUIDELINES.*

_____ 3. *PRESENTATION CLEAR ON OBJECTIVES AND MEET THE OBJECTIVES.*

_____ 4. *APPROPRIATE AUDIO-VISUAL AIDS FACILITATE UNDERSTANDING THE TOPIC .*

_____ 5. *REPORT NUTRITIONAL ISSUES OF DIFFERENT CULTURES AND COUNTRIES.*

_____ 6. *CONTRAST, COMPARE, AND EVALUATE INTERNATIONAL NUTRITION ISSUES WITH LOCAL, STATE AND NATIONAL NUTRITION ISSUES.*

Advanced Nutrition: Coordinated Practice
Course Outcome Summary

District:	**MATC-Milwaukee - Milwaukee Area Technical College**
Developer(s):	**Marietta M. Advincula**
Date:	**3/24/96**

Course Title:	Advanced Nutrition: Coordinated Practice
Course Number:	10-313-134
Credits:	1
Hours (50-minute periods):	18

	Hours in class:	**Hours outside effort:**
A. Classroom Presentation	18	54
B. On Campus Laboratory and Clinicals	0	0
C. Individualize/Independent Study	0	
D. Simulated or Actual Work Experience	0	
E. On-the-job experience	0	

Course Description:

Students learn, through clinic experiences, to assess, plan, implement, and evaluate the nutritional and educational needs of individuals at low to moderate nutritional risk in acute and long-term heath care facilities.

Course Goals:

INTERNATIONAL GOAL

DEVELOP NUTRITIONAL CARE PLANS FOR ETHNIC PATIENTS AT LOW TO MODERATE NUTRITIONAL RISKS IN ACUTE AND LONG-TERM HEALTH CARE FACILITIES.

Prerequisites:

313-123, 313-151, 313-160
or concurrent registration (C grades or better)

Text/Resources:

Dietetic Technician Department, ***313124 REQUIRED TEXTBOOKS AND RESOURCES***, MATC

ADDITIONAL RESOURCES FROM THE DT PROG ACADEMIC SUPPORT, ***DIETETIC TECHNICIAN DEPARTMENT***, MATC

Course Outcome Summary

Supplies:

3 Ring Binder
Spiral Notebook
Calculator

Core Abilities:

1. ***OPERATE WITH A FUNCTIONAL UNDERSTANDING OF ONE'S PERSONAL MOTIVATIONS FOR SPECIFIC BEHAVIORS IN RELATION TO OTHERS IN A MULTINATIONAL ENVIRONMENT.***
2. ***DEMONSTRATE ECONOMIC, GEOGRAPHICAL, PSYCHOLOGICAL, SOCIOLOGICAL , AND RELIGIOUS SENSITIVITY TO THE INTERDEPENDENCE AND INTERRELATEDNESS OF WORLD CULTURES.***
3. ***RECOGNIZE CULTURAL DIFFERENCES IN ORDER TO PROVIDE SUCCESSFUL NUTRITIONAL CARE.***
4. ***RECOGNIZE MULTINATIONAL TRAITS AND BEHAVIORS TO PROMOTE UNDERSTANDING FOR A COOPERATIVE WORK ENVIRONMENT.***
5. ***RESPECT CULTURAL DIVERSITY AND PLURALISM IN THE WORKPLACE.***

Competencies and Performance Standards

Unit I. -Professional Responsibilities
Unit II. -Menu Selections
Unit III. -Nutritional Assessment
Unit IV. -Nutritional Care Planning
Unit V. -Nutritional Counseling
Unit VI. -Medical Record Documentation

Course Outcome Summary

Unit VII. -Post-Clinical Presentations	
VII.1 *DEVELOP NUTRITIONAL CARE PLANS FOR ETHNIC PATIENTS AT MODERATE TO HIGH RISKS.	**Criteria - Performance will be satisfactory when:** • *LEARNER APPLIES THE PRINCIPLES OF NUTRITIONAL ASSESSMENT AND CARE PLAN. • *NUTRITIONAL CARE PLANS COMPLETED FOR ETHNIC PATIENTS.
	Conditions - Competence will be demonstrated: • *IF THE NUTRITIONAL CARE PLANS INCLUDED SPECIFIC CULTURAL AND TRADITIONAL FOOD PATTERNS AND PRACTICES. • *IF MEETING THE DIETARY MODIFICATIONS AND NUTRITIONAL NEEDS ARE EVIDENT IN THE CARE PLANS.
	Learning Objectives a. *COMPLETE INTERVIEWS ON ASSIGNED ETHNIC PATIENTS. b. *RELATE DIETARY MODIFICATIONS WITH PHYSIOLOGICAL AND MEDICAL STATUS AND HISTORY. c. *ACCOMMODATE CULTURAL AND TRADITIONAL FOOD PREFERENCES AND PRACTICES OF THE PATIENTS. d. *PLAN, IMPLEMENT, AND EVALUATE THE NUTRITIONAL CARE PLANS.

Advanced Nutrition: Coordinated Practice

Learning Plan

***CULTURE SENSITIVE NUTRITIONAL CARE PLANS**

Learning Plan 1

Overview: ****TO ACCOMMODATE CULTURAL FOOD WAYS IN MODIFYING DIETS OF ETHNIC PATIENTS AT LOW TO MODERATE NUTRITIONAL RISKS IN ACUTE AND LONG-TERM HEALTH CARE FACILITIES.***

Learning Objectives:

a. ****COMPLETE INTERVIEWS ON ASSIGNED ETHNIC PATIENTS.***

b. ****RELATE DIETARY MODIFICATIONS WITH PHYSIOLOGICAL AND MEDICAL STATUS AND HISTORY.***

c. ****ACCOMMODATE CULTURAL AND TRADITIONAL FOOD PREFERENCES AND PRACTICES OF THE PATIENTS.***

d. ****PLAN, IMPLEMENT, AND EVALUATE THE NUTRITIONAL CARE PLANS.***

Learning Activities:

_____ 1. ****INTERVIEW ETHNIC PATIENTS AT LOW TO MODERATE NUTRITINAL RISKS.***

_____ 2. ****GATHER PHYSICAL AND LABORATORY INFORMATION FROM THE MEDICAL RECORDS.***

_____ 3. ****EVALUATE THE NUTRITIONAL STATUS BASED ON THE INTERVIEW AND THE MEDICAL RECORD INFORMATION.***

_____ 4. ****COMPLETE AND PRESENT THE NUTRITIONAL CARE PLANS TO PATIENTS.***

_____ 5. ****EVALUATE POSSIBLE COMPLIANCE OF THE PATIENTS.***

_____ 6. ****DOCUMENT THE NUTRITIONAL CARE PLANS IN THE PATIENTS' MEDICAL RECORD.***

Advanced Nutrition: Coordinated Practice

Performance Assessment:

_____ 1. ****COMPLETE INTERVIEWS.***

_____ 2. ****DOCUMENT INFORMATION FROM THE MEDICAL RECORDS.***

_____ 3. ****WRITE UP NUTRITIONAL CARE PLANS ACCORDING TO REQUIRED FORMAT.***

_____ 4. ****REPORT THE NUTRITIONAL CARE PLANS.***

_____ 5. ****IMPLEMENT THE NUTRITIONAL CARE PLANS.***

_____ 6. ****DEMONSTRATE THE INCLUSION OF ETHNIC FOOD PRACTICES IN THE NUTRITIONAL CARE PLANS.***

_____ 7. ****DOCUMENT NUTRITIONAL CARE PLANS AND ITS IMPLEMENTATION AND FOLLOW UP ACTIVITIES ACCORDING TO REQUIRED FORMAT.***

Diet Therapy: Coordinated Practice
Course Outcome Summary

District: MATC-Milwaukee - Milwaukee Area Technical College
Developer(s): Marietta M. Advincula
Date: 3/24/96

Course Title: Diet Therapy: Coordinated Practice
Course Number: 10-313-135
Credits: 2
Hours (50-minute periods): 144

	Hours in class:	Hours outside effort:
A. Classroom Presentation	0	0
B. On Campus Laboratory and Clinicals	0	0
C. Individualize/Independent Study	0	
D. Simulated or Actual Work Experience	144	72
E. On-the-job experience	0	

Course Description:

A continuation of 313-134 with emphasis on conditions of moderate to high nutritional risk.

Course Goals:

INTERNATIONAL GOAL

TO PROVIDE CULTURE SENSITIVE NUTRITIONAL CARE PLANS TO ASSIGNED PATIENTS/CLIENTS AT MODERATE TO HIGH NUTRITIONAL RISK.

Course Outcome Summary

Prerequisites:

313-123, 313-124, 313-125 (or concurrent registration)
313-151, 313-152, 313-156, 313-160
A "C" or 2.0 grade point average must be maintained plus each student must have a "C" or 2.0 in each Foods (303) course.

Text/Resources:

SR Williams, Nutrition and Diet Therapy

Moor MC (Optional), Pocket Guide to Nutrition and Diet Therapy

American Dietetic Association, Manual of Clinical Dietetics

Provided by instructor, Diet Modifications Work Book (WB) and Journal Articles

Pennington and Church, Food Value of Portions Commonly Used;

Mason M, et al., The Dynamics of Clinical Dietetics;

Power DE and Moore AO, Drug/Nutrient Interactions;

Aronson, V, The Dietetic Technician - Effective Nutritional Counseling;

ADDITIONAL RESOURCES FROM THE DT PROG ACADEMIC SUPPORT, DIETETIC TECHNICIAN DEPARTMENT, MATC

Supplies:

3-Ring Binder
Spiral Notebook
Calculator

Course Outcome Summary

Core Abilities:

1. ****OPERATE WITH FUNCTIONAL UNDERSTANDING OF ONE'S PERSONAL MOTIVATIONS FOR SPECIFIC BEHAVIORS IN RELATION TO OTHERS IN A MULTINATIONAL ENVIRONMENT.***
2. ****DEMONSTRATE ECONOMIC, GEOGRAPHIC, PSYCHOLOGICAL, SOCIOLOGICAL, AND RELIGIOUS SENSITIVITY TO THE INTERDEPENDENCE AND INTERRELATEDNESS OF WORLD CULTURES.***
3. ****RECOGNIZE CULTURAL DIFFERENCES IN ORDER TO PROVIDE SUCCESSFUL NUTRITIONAL CARE.***
4. ****RECOGNIZE MULTINATIONAL TRAITS AND BEHAVIORS TO PROMOTE UNDERSTANDING FOR COOPERATIVE WORK ENVIRONMENT.***
5. ****RESPECT CULTURAL DIVERSITY AND PLURALISM IN THE WORKPLACE.***

Competencies and Performance Standards

Unit I. -Professional Responsibilities
Unit II. -Menu Modifications
Unit III. -Nutritional Assessment
Unit IV. -Nutritional Care Planning
Unit V. -Nutritional Counseling
Unit VI. -Medical Record Documentation

Course Outcome Summary

Unit VII. -Post-Clinical Presentations		
VII.1	*DEVELOP NUTRITIONAL CARE PLANS FOR ETHNIC PATIENTS AT MODERATE TO HIGH RISKS.*	Criteria - Performance will be satisfactory when: • *LEARNER APPLIES THE PRINCIPLES OF NUTRITIONAL ASSESSMENT AND CARE PLAN. • *NUTRITIONAL CARE PLANS COMPLETED FOR ETHNIC PATIENTS/CLIENTS.
		Conditions - Competence will be demonstrated: • *IF THE NUTRITIONAL CARE PLANS INCLUDED SPECIFIC CULTURAL AND TRADITIONAL FOOD PATTERNS AND PRACTICES. • *IF MEETING THE DIETARY MODIFICATIONS AND NUTRITIONAL NEEDS ARE EVIDENT IN THE CARE PLAN.
		Learning Objectives a. *COMPLETE INTERVIEWS ON ASSIGNED ETHNIC PATIENTS/CLIENTS. b. *RELATE DIETARY MODIFICATIONS WITH PHYSIOLOGICAL AND MEDICAL STATUS AND HISTORY. c. *ACCOMMODATE CULTURAL AND TRADITIONAL FOOD PREFERENCES AND PRACTICES OF THE PATIENTS/CLIENTS. d. *PLAN, IMPLEMENT, AND EVALUATE THE NUTRITIONAL CARE PLAN.

Diet Therapy: Coordinated Practice

Learning Plan

***CULTURE SENSITIVE NUTRITIONAL CARE PLANS**
Learning Plan 1
Overview: **TO ACCOMMODATE CULTURAL FOOD WAYS IN MODIFYING DIETS OF ETHNIC PATIENTS/CLIENTS AT MODERATE TO HIGH RISKS AT CLINICAL SITE(S).*

Learning Objectives:

a. **COMPLETE INTERVIEWS ON ASSIGNED ETHNIC PATIENTS/CLIENTS.*
b. **RELATE DIETARY MODIFICATIONS WITH PHYSIOLOGICAL AND MEDICAL STATUS AND HISTORY.*
c. **ACCOMMODATE CULTURAL AND TRADITIONAL FOOD PREFERENCES AND PRACTICES OF THE PATIENTS/CLIENTS.*
d. **PLAN, IMPLEMENT, AND EVALUATE THE NUTRITIONAL CARE PLAN.*

Learning Activities:

_____ 1. **INTERVIEW ETHNIC PATIENTS AT MODERATE TO HIGH NUTRITIONAL RISKS ON CASES NOT COVERED IN PREVIOUS COURSES.*

_____ 2. **GATHER PHYSICAL AND LABORATORY INFORMATION FROM THE MEDICAL RECORDS.*

_____ 3. **EVALUATE THE NUTRITIONAL STATUS BASED ON THE INTERVIEW AND THE MEDICAL RECORD INFORMATION.*

_____ 4. **COMPLETE AND PRESENT THE WRITTEN NUTRITIONAL CARE PLANS TO PATIENTS/CLIENTS.*

_____ 5. **EVALUATE POSSIBLE COMPLIANCE OF THE PATIENTS/CLIENTS.*

_____ 6. **DOCUMENT THE NUTRITIONAL CARE PLANS IN THE PATIENTS'/CLIENTS' MEDICAL RECORD.*

Diet Therapy: Coordinated Practice

Performance Assessment:

_____ 1. **COMPLETE INTERVIEWS.*

_____ 2. **DOCUMENT INFORMATION FROM THE MEDICAL RECORDS.*

_____ 3. **WRITE UP NUTRITIONAL CARE PLANS ACCORDING TO REQUIRED FORMAT.*

_____ 4. **REPORT THE NUTRITIONAL CARE PLANS.*

_____ 5. **IMPLEMENT THE NUTRITIONAL CARE PLANS.*

_____ 6. **DEMONSTRATE THE INCLUSION OF ETHNIC FOOD PRACTICES IN THE NUTRITIONAL CARE PLANS.*

_____ 7. **DOCUMENT NUTRITIONAL CARE PLANS AND ITS IMPLEMENTATIONS AND FOLLOW UP ACTIVITIES ACCORDING TO REQUIRED FORMAT.*

Food Service Management: Field Experience
Course Outcome Summary

District: **MATC-Milwaukee - Milwaukee Area Technical College**
Developer(s): **Marietta M. Advincula**
Date: **3/24/96**

Course Title: Food Service Management: Field Experience
Course Number: 10-303-146
Credits: 2
Hours (50-minute periods): 144

	Hours in class:	**Hours outside effort:**
A. Classroom Presentation	0	0
B. On Campus Laboratory and Clinicals	0	0
C. Individualize/Independent Study	0	
D. Simulated or Actual Work Experience	144	72
E. On-the-job experience	0	

Course Description:
A continuation of 313-167 with independent field experience in dietetics in a professional facility. Students develop entry-level professional competence and prepare for the national registration exam.

Course Goals:
INTERNATIONAL GOALS

TO VALUE CULTURAL DIVERSITY IN THE WORKPLACE.

TO RECOGNIZE MULTINATIONAL TRAITS AND BEHAVIOR TO PROMOTE UNDERSTANDING FOR COOPERATIVE WORK ENVIRONMENT.

Prerequisites:
313-157 and 313-167
(also included are any prerequisites for these courses)
Overall GPA >= 2.0

Text/Resources:

Dietetic Technician Department, ***TEXTBOOKS AND STUDY GUIDES IN 313-108, 313-157,313-167***

ADDITIONAL RESOURCES FROM THE DT PROG ACADEMIC SUPPORT, ***DIETETIC TECHNICIAN***, MATC

Course Outcome Summary

Supplies:

3 Ring Binder
Spiral Notebook
Food Thermometer
White uniform and hairnet

Core Abilities:

1. ****OPERATE WITH FUNCTIONAL UNDERSTANDING OF ONE'S PERSONAL MOTIVATIONS FOR SPECIFIC BEHAVIORS IN RELATION TO OTHERS IN A MULTINATIONAL ENVIRONMENT.***
2. ****DEMONSTRATE ECONOMIC, GEOGRAPHICAL, PSYCHOLOGICAL, SOCIOLOGICAL, AND RELIGIOUS SENSITIVITY TO THE INTERDEPENDENCE AND INTERRELATEDNESS OF WORLD CULTURES.***
3. ****RECOGNIZE CULTURAL DIFFERENCES IN ORDER TO PROVIDE SUCCESSFUL NUTRITIONAL CARE.***
4. ****RECOGNIZE MULTINATIONAL TRAITS AND BEHAVIORS TO PROMOTE UNDERSTANDING FOR COOPERATIVE WORK ENVIRONMENT.***
5. ****RESPECT CULTURAL DIVERSITY AND PLURALISM IN THE WORKPLACE.***

Competencies and Performance Standards

Unit I. -Specific Objectives for the Field Experience
Unit II. -Follow Policies and Procedures
Unit III. -Applies Meal Management and Food Science Principles to Menu Planning
Unit IV. -Applies Management Functions
Unit V. -Identifies Administrative Leadership Techniques
Unit VI. -Assist in Food Production
Unit VII. -Assist in Management of Food Service Quality Assurance Program
Unit VIII. -Assesses Cycle Menu
Unit IX. -States Relationship of Modified Diet to Food Production
Unit X. -Documents Food Production

Course Outcome Summary

Unit XI. -Identifies Roles of Dietetic Technician	
XI.1 ****PARTICIPATE IN THE WORK TEAM WITH ETHNIC EMPLOYEES.***	**Criteria - Performance will be satisfactory when:** • ****LEARNER APPLIES LEADERSHIP STYLES AND MANAGEMENT TOOLS IN RELATING WITH ETHNIC EMPLOYEES.***
	Conditions - Competence will be demonstrated: • ****IF CRITICAL INCIDENTS IN THE KITCHEN OR SERVING AREAS ARE MANAGED WITH SENSITIVITY TO ETHNIC EMPLOYEES.***
	Learning Objectives a. ****VALUE CULTURAL DIVERSITY AND PLURALISM IN THE KITCHEN AND SERVING AREAS.***

Food Service Management: Field Experience

Learning Plan

***VALUING CULTURAL DIVERSITY**

Learning Plan 1

Overview: ***TO APPLY INTERCULTURAL, INTERNATIONAL AND CROSS-CULTURAL SKILLS IN FIELD EXPERIENCE ACTIVITIES.***

Learning Objectives:

a. ***VALUE CULTURAL DIVERSITY AND PLURALISM IN THE KITCHEN AND SERVING AREAS.***

Learning Activities:

_____ 1. ***REVIEW VALUING DIVERSITY VIDEOS.***

_____ 2. ***REVIEW RELEVANT MATERIALS DEVELOPED FROM OTHER COURSES AND THE DT PROG ACADEMIC SUPPORT CENTER.***

_____ 3. ***IDENTIFY CRITICAL INCIDENTS IN THE WORKPLACE INVOLVING ETHNIC EMPLOYEES.***

Performance Assessment:

_____ 1. ***DEMONSTRATE SENSITIVITY TO PERSONAL TRAITS AND BEHAVIORS OF ETHNIC EMPLOYEES.***

_____ 2. ***DEMONSTRATE ABILITY TO APPLY INTERCULTURAL, INTERNATIONAL AND CROSS-CULTURAL SKILLS IN WORKING WITH ETHNIC EMPLOYEES.***

_____ 3. ***DEMONSTRATE THE ABILITY TO APPLY VALUING DIVERSITY PRINCIPLES AS APPROPRIATE.***

Nutrition in the Life Cycle
Course Outcome Summary

District:	**MATC-Milwaukee - Milwaukee Area Technical College**
Developer(s):	**Marietta M Advincula**
Date:	**3/17/96**

Course Title:	Nutrition in the Life Cycle	
Course Number:	10-313-156	
Credits:	2	
Hours (50-minute periods):	36	
	Hours in class:	**Hours outside effort:**
A. Classroom Presentation	36	72
B. On Campus Laboratory and Clinicals	0	0
C. Individualize/Independent Study	0	
D. Simulated or Actual Work Experience	0	
E. On-the-job experience	0	

Course Description:

The nutrient and nutritional counseling needs for normal growth and optimal health throughout the life cycle are explored.

Course Goals:

**INTERNATIONAL GOAL*

**TO DEVELOP LESSON PLANS FOR MULTINATIONAL INDIVIDUALS AND GROUPS IN VARIOUS STAGES OF LIFE CYCLE.*

Prerequisites:

313-151 Basic Nutrition

Completion or concurrent registration in 313-124, and 313-134

Course Outcome Summary

Text/Resources:

Williams, Worthington-Roberts, ***Nutrition Throughout the Life Cycle***, Mosby

The American Dietetic Association, ***Manual of Clinical Dietetic***, The American Dietetic Association

Dietetic Technician Program, ***303-156/166 Learning Packet***, MATC Bindery

ADVINCULA, MARIETTA M., ***SOCIO-CULTURAL ASPECTS OF FOOD BEHAVIOR***, 1981, CONTINUING EDUCATION DEPT, UNIVERSITY OF ILLINOIS

ETHNIC AND REGIONAL FOOD PRACTICES, ***ADA***, ADA

ADDITIONAL RESOURCES FROM THE DT PROG ACADEMIC SUPPORT, ***DIETETIC TECHNICIAN DEPARTMENT***, MATC

Supplies:

Calculator
3-ring binder
Spiral Notebook

Core Abilities:

1. ***OPERATE WITH A FUNCTIONAL UNDERSTANDING OF ONE'S PERSONAL MOTIVATIONS FOR SPECIFIC BEHAVIORS IN RELATION TO OTHERS IN A MULTINATIONAL ENVIRONMENT***
2. ***DEMONSTRATE ECONOMIC, GEOGRAPHICAL, PSYCHOLOGICAL, SOCIOLOGICAL, AND RELIGIOUS SENSITIVITY TO THE INTERDEPENDENCE AND INTERRELATEDNESS OF WORLD CULTURES.***
3. ***RECOGNIZE CULTURAL DIFFERENCES IN ORDER TO PROVIDE SUCCESSFUL NUTRITIONAL CARE.***
4. ***RECOGNIZE MULTINATIONAL TRAITS AND BEHAVIORS TO PROMOTE UNDERSTANDING FOR A COOPERATIVE WORK ENVIRONMENT.***
5. ***RESPECT CULTURAL DIVERSITY AND PLURALISM IN THE WORKPLACE***

Competencies and Performance Standards

Unit I. -Introduction

Course Outcome Summary

Unit II. -Pregnancy		
II.1	*DESIGN EDUCATIONAL PLANS TO TEACH/ COUNSEL MULTINATIONAL PREGNANT WOMEN.	**Criteria - Performance will be satisfactory when:** • *LEARNER DEFINES OPTIMAL NUTRITIONAL NEEDS AND NUTRITIONAL STATUS OF PREGNANT WOMEN. • *LEARNER INTERVIEWS AN ETHNIC PREGNANT WOMAN. • *BALANCED MENU IS PREPARED FOR THE ASSIGNED ETHNIC PREGNANT WOMAN. • *DIETARY PLAN(S) REFLECT THE CULTURAL NEEDS OF THE ASSIGNED ETHNIC PREGNANT WOMAN. • *LEARNER PREPARES MENU THAT INCLUDES SOME OF THE TYPICAL FOODS CONSUMED BY THE ASSIGNED ETHNIC PREGNANT WOMAN.
		Conditions - Competence will be demonstrated: • *IF THE EDUCATIONAL PLANS DEVELOPED FOR THE ETHNIC PREGNANT WOMAN REFLECT THE FACTORS THAT DETERMINES HER FOOD CHOICES. • *IF NUTRITIONAL NEEDS OF THE ETHNIC PREGNANT WOMAN ARE MET WHILE CONSIDERING HER CUSTOMS AND TRADITIONS IN FOOD PREPARATION AND SERVICE. • *IF AT LEAST THREE CULTURAL FOOD PRACTICES AND FOOD ITEMS ARE INCLUDED IN THE MENU OR EDUCATIONAL PLAN.
		Learning Objectives a. *IDENTIFY AN ETHNIC PREGNANT WOMAN. b. *DOCUMENT FOOD PRACTICES OF THE ASSIGNED ETHNIC PREGNANT WOMAN. c. *DEFINE AN EDUCATIONAL PLAN THAT WILL MEET THE NEEDS OF THE ASSIGNED ETHNIC PREGNANT WOMAN. d. *CONTRAST THE EDUCATIONAL PLAN OF THE ASSIGNED ETHNIC PREGNANT WOMAN WITH A NON-ETHNIC PREGNANT WOMAN.

Course Outcome Summary

Unit III. -Lactation	
III.1 ***DESIGN AN EDUCATIONAL PLAN TO TEACH/COUNSEL MULTINATIONAL WOMEN DURING LACTATION..***	**Criteria - Performance will be satisfactory when:** - ***LEARNER DEVELOPS EDUCATIONAL PLAN FOR AN ETHNIC LACTATING WOMAN.*** - ***BALANCED MENU IS PRESENTED THAT INCLUDES SOME TYPICAL FOODS CONSUMED BY THE ETHNIC WOMAN.***
	Conditions - Competence will be demonstrated: - ***IF THE EDUCATIONAL PLAN INCLUDES SOME TRADITIONAL FOOD PRACTICES.*** - ***IF THE MENU AND EDUCATIONAL PLAN INCLUDE AT LEAST THREE FOOD AND FOOD PRACTICES.***
	Learning Objectives a. ***IDENTIFY AN ETHNIC LACTATING WOMAN.*** b. ***DOCUMENT ETHNIC FOOD PRACTICES OF THE ETHNIC WOMAN.*** c. ***DEFINE THE EDUCATIONAL PLAN TO MEET THE NEEDS OF THE ETHNIC WOMAN.*** d. ***COMPARE AND CONTRAST THE EDUCATIONAL PLAN AND MENU OF THE ETHNIC WOMAN WITH THAT OF NON-ETHNIC WOMAN.***

Course Outcome Summary

Unit III. -Lactation (continued)		
III.2	*DEMONSTRATE BREAST AND BOTTLE FEEDING PRACTICES OF MULTINATIONAL WOMEN.	**Criteria - Performance will be satisfactory when:** • *LEARNER DEFINES GENERAL BREAST AND BOTTLE FEEDING PRINCIPLES AND PRACTICES. • *ETHNIC BREAST AND BOTTLE FEEDING PRACTICES ARE PRESENTED FOR AN ASSIGNED ETHNIC GROUP.
		Conditions - Competence will be demonstrated: • *BREAST AND BOTTLE FEEDING PRACTICES LISTED ARE COMPARED AND CONTRASTED BETWEEN ETHNIC GROUPS AND THE MAINSTREAM POPULATION.
		Learning Objectives a. *CONTRAST AND COMPARE BREAST AND BOTTLE FEEDING PRACTICES BETWEEN ETHNIC GROUPS AND THE MAINSTREAM POPULATION. b. *DEFINE BREAST AND BOTTLE FEEDING PRACTICES THAT ARE IMPORTANT TO CUSTOMS AND TRADITIONS OF SELECTED ETHNIC GROUPS.
Unit IV. -Infancy		
IV.1	*DESCRIBE MULTINATIONAL INFANT FEEDING PRACTICES.	**Criteria - Performance will be satisfactory when:** • *LIST OF INFANT FEEDING PRACTICES FROM DIFFERENT CULTURES ARE REPORTED AND EVALUATED.
		Conditions - Competence will be demonstrated: • *IF CULTURAL FEEDING PRACTICES ARE EVALUATED IN TERMS OF NUTRITIONAL ADEQUACY. • *IF STRATEGIES ARE DESCRIBED TO IMPROVE NUTRITIONAL ADEQUACY OF CULTURAL INFANT FEEDING PRACTICES ACCORDING TO ACCEPTABLE CULTURAL AND TRADITIONAL PRACTICES.
		Learning Objectives a. *DIFFERENTIATE CULTURAL INFANT FEEDING PRACTICES. b. *EVALUATE CULTURAL INFANT FEEDING PRACTICES.

Course Outcome Summary

Unit V. -Childhood	
V.1 ****DESCRIBE MULTINATIONAL CHILDHOOD FEEDING PRACTICES.***	**Criteria - Performance will be satisfactory when:** • ****LIST OF CHILDHOOD FEEDING PRACTICES FROM DIFFERENT CULTURES ARE REPORTED AND EVALUATED.***
	Conditions - Competence will be demonstrated: • ****IF CULTURAL FEEDING PRACTICES ARE EVALUATED IN TERMS OF NUTRITIONAL ADEQUACY.*** • ****IF STRATEGIES ARE DESCRIBED TO IMPROVE NUTRITIONAL ADEQUACY OF FEEDING PRACTICES ACCORDING TO ACCEPTABLE CULTURAL AND TRADITIONAL PRACTICES.***
	Learning Objectives a. ****DIFFERENTIATE CULTURAL CHILDHOOD PRACTICES.*** b. ****EVALUATE CULTURAL CHILDHOOD FEEDING PRACTICES.***
Unit VI. -Adolescence	
VI.1 ****DESCRIBE MULTINATIONAL ADOLESCENT EATING PRACTICES.***	**Criteria - Performance will be satisfactory when:** • ****LIST OF ADOLESCENT EATING HABITS AND BEHAVIORS FROM DIFFERENT CULTURES ARE PRESENTED AND EVALUATED.***
	Conditions - Competence will be demonstrated: • ****IF CULTURAL ADOLESCENT EATING PATTERNS AND INTAKE ARE EVALUATED IN TERMS OF NUTRITIONAL ADEQUACY.*** • ****IF STRATEGIES ARE DESCRIBED TO IMPROVE NUTRITIONAL INTAKE ACCORDING TO ACCEPTABLE CULTURAL AND TRADITIONAL PRACTICES.***
	Learning Objectives a. ****DIFFERENTIATE CULTURAL ADOLESCENT EATING HABITS AND BEHAVIORS.*** b. ****EVALUATE CULTURAL EATING HABITS AND BEHAVIORS.***
Unit VII. -Adult/Wellness	

Course Outcome Summary

Unit VIII. -Geriatric	
VIII.1 ***DESCRIBE MULTINATIONAL ADULT AND GERIATRIC PRACTICES.***	**Criteria - Performance will be satisfactory when:** • ***LIST OF ADULT INCLUDING THE OLDER ADULTS (GERIATRIC) EATING HABITS, PRACTICES, AND BEHAVIORS FROM DIFFERENT CULTURES ARE PRESENTED AND EVALUATED.***
	Conditions - Competence will be demonstrated: • ***IF CULTURAL ADULT AND OLDER ADULT EATING PATTERNS AND INTAKE ARE EVALUATED IN TERMS OF NUTRITIONAL ADEQUACY.*** • ***IF STRATEGIES ARE DESCRIBED TO IMPROVE NUTRITIONAL INTAKE ACCORDING TO ACCEPTABLE CULTURAL AND TRADITIONAL PRACTICES.***
	Learning Objectives a. ***DIFFERENTIATE CULTURAL ADULT AND OLDER ADULT EATING HABITS AND BEHAVIORS.*** b. ***EVALUATE CULTURAL EATING HABITS AND BEHAVIORS.***

Nutrition in the Life Cycle

Learning Plan

***PREGNANCY**
Learning Plan 1
Overview: *PREGNANCY*

****RELATE THE NUTRITIONAL NEEDS OF MULTINATIONAL PREGNANT WOMEN WITH THEIR CULTURAL, SOCIO-ECONOMIC, PSYCHOLOGICAL, AND RELIGIOUS PRACTICES AND CUSTOMS.***

Learning Objectives:

a. ****IDENTIFY AN ETHNIC PREGNANT WOMAN.***
b. ****DOCUMENT FOOD PRACTICES OF THE ASSIGNED ETHNIC PREGNANT WOMAN.***
c. ****DEFINE AN EDUCATIONAL PLAN THAT WILL MEET THE NEEDS OF THE ASSIGNED ETHNIC PREGNANT WOMAN.***
d. ****CONTRAST THE EDUCATIONAL PLAN OF THE ASSIGNED ETHNIC PREGNANT WOMAN WITH A NON-ETHNIC PREGNANT WOMAN.***

Learning Activities:

______ 1. ****BRAINSTORM FOOD PRACTICES DURING PREGNANCY THAT MIGHT BE INFLUENCED BY CULTURAL DIFFERENCES, PRACTICES, AND SIMILARITIES.***

______ 2. ****INTERVIEW AN ETHNIC PREGNANT WOMAN.***

______ 3. ****GATHER DATA FROM ESL STUDENTS, INTERNATIONAL GROUP, CBOs.***

______ 4. ****ASK QUESTIONS THAT ARE RELEVANT AND IN A SENSITIVE FASHION TO ENCOURAGE THE INTERVIEWEE TO ANSWER SPONTANEOUSLY.***

______ 5. ****SUMMARIZE THE FOOD PRACTICES.***

______ 6. ****RESEARCH THE INTERNET, ERIC, MEDLINE, AND OTHER DATABASE FOR RELEVANT INFORMATION REGARDING MULTINATIONAL FOOD PRACTICES DURING PREGNANCY..***

______ 7. ****USE THE DT PROG ACADEMIC SUPPORT CENTER.***

______ 8. ****COMPLETE AN EDUCATIONAL PLAN FOR THE ETHNIC PREGNANT WOMAN WHO WAS INTERVIEWED.***

Nutrition in the Life Cycle

Performance Assessment:

_____ 1. ***SHARE AND REPORT THE RESULT OF THE INTERVIEW.***

_____ 2. ***DEVELOP AN EDUCATIONAL PLAN ACCORDING TO REQUIRED FORMAT.***

_____ 3. ***REPORT THE EDUCATIONAL PLAN DEVELOPED FOR THE ETHNIC PREGNANT WOMAN.***

_____ 4. ***CRITIQUE THE EDUCATIONAL PLAN ON NUTRITIONAL ADEQUACY AND SENSITIVITY TO THE CULTURAL NEEDS OF THE ETHNIC PREGNANT WOMAN.***

Nutrition in the Life Cycle

Learning Plan

*LACTATION
Learning Plan 2
Overview: *Lactation*

****TO DEFINE AND DIFFERENTIATE EATING AND FEEDING PRACTICES DURING LACTATION BETWEEN SELECTED ETHNIC GROUPS AND THE MAINSTREAM.***

Learning Objectives:

a. ***IDENTIFY AN ETHNIC LACTATING WOMAN.***
b. ***DOCUMENT ETHNIC FOOD PRACTICES OF THE ETHNIC WOMAN.***
c. ***DEFINE THE EDUCATIONAL PLAN TO MEET THE NEEDS OF THE ETHNIC WOMAN.***
d. ***COMPARE AND CONTRAST THE EDUCATIONAL PLAN AND MENU OF THE ETHNIC WOMAN WITH THAT OF NON-ETHNIC WOMAN.***
a. ***CONTRAST AND COMPARE BREAST AND BOTTLE FEEDING PRACTICES BETWEEN ETHNIC GROUPS AND THE MAINSTREAM POPULATION.***
b. ***DEFINE BREAST AND BOTTLE FEEDING PRACTICES THAT ARE IMPORTANT TO CUSTOMS AND TRADITIONS OF SELECTED ETHNIC GROUPS.***

Learning Activities:

_____ 1. ***INTERVIEW MEMBERS OF SELECTED ETHNIC GROUPS REGARDING FOOD PRACTICES DURING LACTATION.***

_____ 2. ***RESEARCH INTERNET, ERIC, MEDLINE AND ANY OTHER DATABASE.***

_____ 3. ***RESEARCH BREAST AND BOTTLE FEEDING PRACTICES OF SELECTED ETHNIC GROUPS.***

_____ 4. ***INTERVIEW AN ETHNIC LACTATING WOMAN.***

_____ 5. ***COMPLETE AN EDUCATIONAL PLAN FOR THE ETHNIC WOMAN.***

_____ 6. ***COMPLETE A MENU FOR THE ETHNIC WOMAN.***

_____ 7. ***COUNSEL AN ETHNIC WOMAN ON HER OWN NUTRITIONAL NEEDS AND HER BABY'S NUTRITIONAL NEEDS TAKING INTO CONSIDERATION WHETHER THE BABY IS BREAST OR BOTTLE FED.***

Nutrition in the Life Cycle

Performance Assessment:

_____ 1. ****REPORT FOOD PRACTICES DURING LACTATION.***

_____ 2. ****REPORT BREAST AND BOTTLE FEEDING PRACTICES OF SELECTED ETHNIC GROUPS.***

_____ 3. ****COMPARE AND CONTRAST BREAST AND BOTTLE FEEDING PRACTICES.***

_____ 4. ****EDUCATIONAL PLAN FOR THE ETHNIC LACTATING WOMAN AND THE FEEDING OF HER BABY REFLECT CUSTOMS AND TRADITIONS.***

_____ 5. ****EDUCATIONAL PLAN MEETS REQUIRED FORMAT.***

Nutrition in the Life Cycle

Learning Plan

*INFANT FEEDING PRACTICES
Learning Plan 3
Overview: *TO VALUE DIFFERENT CULTURAL INFANT FEEDING PRACTICES.*

Learning Objectives:

a. **DIFFERENTIATE CULTURAL INFANT FEEDING PRACTICES.*
b. **EVALUATE CULTURAL INFANT FEEDING PRACTICES.*

Learning Activities:

_____ 1. **GATHER INFANT FEEDING PRACTICES.*

_____ 2. **INTERVIEW ETHNIC INDIVIDUALS OR GROUPS FROM THE ESL, MULTICULTURAL CENTER, NEIGHBORS, CLASSMATES ETC.*

_____ 3. **RESEARCH THE INTERNET, ERIC, MEDLINE, AND OTHER DATABASE.*

_____ 4. **USE DT PROG ACADEMIC SUPPORT CENTER.*

_____ 5. **SUMMARIZE THE FINDINGS FROM THE INTERVIEWS AND RESEARCH.*

Performance Assessment:

_____ 1. **WRITE UP THE RESULTS OF THE INTERVIEWS AND RESEARCH ACCORDING TO REQUIRED FORMAT.*

_____ 2. **DISCUSS THE REPORT WITH THE INSTRUCTOR.*

_____ 3. **REPORT THE RESULTS TO THE CLASS.*

_____ 4. **CRITIQUE THE LEARNING ACTIVITIES AND RESULTS.*

Nutrition in the Life Cycle

Learning Plan

*CHILDHOOD FEEDING PRACTICES
Learning Plan 4
Overview: **TO VALUE DIFFERENT CULTURAL CHILDHOOD FEEDING PRACTICES.*

Learning Objectives:

a. **DIFFERENTIATE CULTURAL CHILDHOOD PRACTICES.*
b. **EVALUATE CULTURAL CHILDHOOD FEEDING PRACTICES.*

Learning Activities:

_____ 1. **GATHER CHILDHOOD FEEDING PRACTICES.*

_____ 2. **INTERVIEW ETHNIC INDIVIDUALS OR GROUPS FROM THE ESL, MULTICULTURAL CENTER, NEIGHBORS, CLASSMATES ETC.*

_____ 3. **RESEARCH THE INTERNET, ERIC, MEDLINE, AND OTHER DATABASE.*

_____ 4. **USE THE DT PROG ACADEMIC SUPPORT CENTER.*

_____ 5. **SUMMARIZE THE FINDINGS FROM THE INTERVIEWS AND RESEARCH.*

Performance Assessment:

_____ 1. **WRITE UP THE RESULTS OF THE INTERVIEWS AND RESEARCH ACCORDING TO REQUIRED FORMAT.*

_____ 2. **DISCUSS THE REPORT WITH THE INSTRUCTOR.*

_____ 3. **REPORT THE RESULTS TO THE CLASS.*

_____ 4. **CRITIQUE THE LEARNING ACTIVITIES AND RESULTS.*

Nutrition in the Life Cycle

Learning Plan

***ADOLESCENT EATING HABITS AND BEHAVIORS**
Learning Plan 5
Overview: ****TO VALUE DIFFERENT CULTURAL ADLOSECENT EATING HABITS AND BEHAVIORS.***

Learning Objectives:

a. ****DIFFERENTIATE CULTURAL ADOLESCENT EATING HABITS AND BEHAVIORS.***
b. ****EVALUATE CULTURAL EATING HABITS AND BEHAVIORS.***

Learning Activities:

_____ 1. ****GATHER ADOLESCENT EATING HABITS AND BEHAVIORS.***

_____ 2. ****INTERVIEW ETHNIC INDIVIDUALS OR GROUPS FROM THE ESL, MULTICULTURAL CENTER, NEIGHBORS, CLASSMATES ETC.***

_____ 3. ****RESEARCH THE INTERNET, ERIC, MEDLINE, AND OTHER DATABASE.***

_____ 4. ****USE THE DT PROG ACADEMIC SUPPORT CENTER.***

_____ 5. ****SUMMARIZE THE FINDINGS FROM THE INTERVIEWS AND RESEARCH.***

Performance Assessment:

_____ 1. ****WRITE UP THE RESULTS OF THE INTERVIEWS AND RESEARCH ACCORDING TO REQUIRED FORMAT.***

_____ 2. ****DISCUSS THE REPORT WITH THE INSTRUCTOR.***

_____ 3. ****REPORT THE RESULTS TO THE CLASS.***

_____ 4. ****CRITIQUE THE LEARNING ACTIVITIES AND RESULTS.***

Nutrition in the Life Cycle

Learning Plan

***ADULT AND OLDER ADULT (GERIATRICS) FOOD HABITS**
Learning Plan 6
Overview: **TO VALUE DIFFERENT CULTRUAL ADULT AND OLDER ADULT EATING HABITS AND PRACTICES.*

Learning Objectives:

a. **DIFFERENTIATE CULTURAL ADULT AND OLDER ADULT EATING HABITS AND BEHAVIORS.*

b. **EVALUATE CULTURAL EATING HABITS AND BEHAVIORS.*

Learning Activities:

_____ 1. **GATHER ADULT AND OLDER ADULT EATING HABITS AND BEHAVIORS.*

_____ 2. **INTERVIEW ETHNIC INDIVIDUALS OR GROUPS FROM ESL, MULTICULTURAL CENTER, NEIGHBORS, CLASSMATES ETC.*

_____ 3. **RESEARCH THE INTERNET, ERIC, MEDLINE, AND OTHER DATABASE.*

_____ 4. **USE THE DT PROG ACADEMIC SUPPORT CENTER.*

_____ 5. **SUMMARIZE THE FINDINGS FROM INTERVIEWS AND RESEARCH.*

Performance Assessment:

_____ 1. **WRITE UP THE RESULTS OF THE INTERVIEWS AND RESEARCH ACCORDING TO REQUIRED FORMAT.*

_____ 2. **DISCUSS THE REPORT WITH THE INSTRUCTOR.*

_____ 3. **REPORT THE RESULTS TO THE CLASS.*

_____ 4. **CRITIQUE THE LEARNING ACTIVITIES AND RESULTS.*

Food Systems Management 2
Course Outcome Summary

District:	**MATC-Milwaukee - Milwaukee Area Technical College**
Developer(s):	**Marietta M. Advincula**
Date:	**3/23/96**

Course Title:	Food Systems Management 2	
Course Number:	10-313-157	
Credits:	3	
Hours (50-minute periods):	54	
	Hours in class:	**Hours outside effort:**
A. Classroom Presentation	54	108
B. On Campus Laboratory and Clinicals	0	0
C. Individualize/Independent Study	0	
D. Simulated or Actual Work Experience	0	
E. On-the-job experience	0	

Course Description:

The student learns, through classroom lecture, discussion, and field trips the modern management techniques to select and train employees, maintain departmental recods, further develop skills to purchase food and supplies, supervise meal service, plan meetings, analyze food service, and develop interdepartmental communications.

Course Goals:

***INTERNATIONAL GOALS**

***TO IDENTIFY SOME SUCCESSFUL STRATEGIES IN MANAGING A DIVERSE OR MULTINATIONAL WORK ENVIRONMENT.**

***TO IDENTIFY LEADERSHIP STYLES THAT ARE COMPATIBLE WITH VALUING DIVERSITY.**

Prerequisites:

313-108, 313-124, 313-134
Overall GPA >= 2.0

Text/Resources:

1994 Edition. Byers, Shanklin, Hoover (American Hospital Publishing , Inc.), ***Food Service Manual for Health Care Institutions***

ADDITIONAL RESOURCES FROM THE DT PROG ACADEMIC SUPPORT, ***DIETETIC TECHNICIAN DEPARTMENT***, MATC

Course Outcome Summary

Supplies:

3 Ring Binder
Spiral Notebook

Core Abilities:

1. ****0PERATE WITH FUNCTIONAL UNDERSTANDING OF ONE'S PERSONAL MOTIVATIONS FOR SPECIFIC BEHAVIORS IN RELATION TO OTHERS IN A MULTINATIONAL ENVIRONMENT.***
2. ****DEMONSTRATE ECONOMIC, GEOGRAPHICAL, PSYCHOLOGICAL, SOCIOLOGICAL, AND RELIGIOUS SENSITIVITY TO THE INTERDEPENDENCE AND INTERRELATEDNESS OF WORLD CULTURES.***
3. ****RECOGNIZE CULTURAL DIFFERENCES IN ORDER TP PROVIDE SUCCESSFUL NUTRITIONAL CARE.***
4. ****RECOGNIZE MULTINATIONAL TRAITS AND BEHAVIORS TO PROMOTE UNDERSTANDING FOR COOPERATIVE WORK ENVIRONMENT.***
5. ****RESPECT CULTURAL DIVERSITY AND PLURALISM IN THE WORKPLACE.***

Competencies and Performance Standards

Unit I. -Management Function

Unit II. -Planning

Unit III. -Financial Management

Unit IV. -Foodservice Systems

Unit V. -Procurement

Unit VI. -Managment Role of the Dietetic Technician

VI.1 ****VALUE MULTINATIONAL TRAITS AND BEHAVIORS TO PROMOTE UNDERSTANDING FOR A COOPERATIVE WORK ENVIRONMENT.***	**Criteria - Performance will be satisfactory when:** • ****REFER TO VI.2***
	Conditions - Competence will be demonstrated: • ****REFER TO VI.2***
	Learning Objectives a. ****REFER TO VI.2***

Course Outcome Summary

Unit VI. -Managment Role of the Dietetic Technician (continued)		
VI.2	*RESPECT CULTURAL DIVERSITY AND PLURALISM IN THE WORKPLACE. *VALUE MULTINATIONAL TRAITS AND BEHAVIORS TO PROMOTE UNDERSTANDING FOR A COOPERATIVE WORK ENVIRONMENT.	**Criteria - Performance will be satisfactory when:** • *LEARNER IDENTIFIES CULTURAL TRAITS AND BEHAVIORS OF DIFFERENT CULTURES. • * EXAMPLES OF CULTURAL TRAITS AND BEHAVIORS ARE DEMONSTRATED.
		Conditions - Competence will be demonstrated: • *IF CULTURAL TRAITS AND BEHAVIORS OF CLASSMATE(S) OR CO-WORKERS ARE DESCRIBED. • *IF SPECIFIC SITUATIONS ARE DESCRIBED THAT DEMONSTRATE CULTURAL DIFFERENCES IN RESPONDING TO SPECIFIC WORK ACTIVITIES.
		Learning Objectives a. *DIFFERENTIATE WORK ETHICS AND BEHAVIORS OF ETHNIC GROUPS. b. *IDENTIFY LEADERSHIP OR MANAGEMENT STYLES OR STRATEGIES TO ACCOMMODATE CULTURAL DIFFERENCES IN THE WORKPLACE.

Food Systems Management 2

Learning Plan

***VALUING DIVERSITY IN THE WORKPLACE**

Learning Plan 1

Overview: **TO IDENTIFY LEADERSHIP STYLES AND MANAGEMENT TOOLS THAT WILL ACCOMMODATE CULTURAL DIFFERENCES IN THE WORKPLACE.*

Learning Objectives:

a. **REFER TO VI.2*

a. **DIFFERENTIATE WORK ETHICS AND BEHAVIORS OF ETHNIC GROUPS.*

b. **IDENTIFY LEADERSHIP OR MANAGEMENT STYLES OR STRATEGIES TO ACCOMMODATE CULTURAL DIFFERENCES IN THE WORKPLACE.*

Learning Activities:

_____ 1. **VIEW VIDEOS ON VALUING DIVERSITY.*

_____ 2. **RESEARCH THE INTERNET, ERIC, MEDLINE, AND OTHER DATABASES.*

_____ 3. **READ RELEVANT RESOURCES AT THE DT PROG ACADEMIC SUPPORT CENTER.*

_____ 4. **LIST SOME CULTURAL TRAITS, CHARACTERISTICS, AND BEHAVIORS ASSOCIATED WITH ETHNIC GROUPS, REAL OR STEREOTYPES.*

_____ 5. **DRAMATIZE A WORK INCIDENT THAT WILL ILLUSTRATE MANAGEMENT TOOLS SENSITIVE TO CULTURAL TRAITS OR BEHAVIORS.*

_____ 6. **MODEL LEADERSHIP STYLES THAT ARE SENSITIVE TO CULTURAL DIFFERENCES.*

Performance Assessment:

_____ 1. **SUMMARIZE LEADERSHIP STYLES AND MANAGEMENT TOOLS SENSITIVE TO CULTURAL DIFFERENCES.*

_____ 2. **CRITIQUE EITHER AN ACTUAL WORK INCIDENT, SIMULATED EXERCISE OR A VIDEO ON VALUING DIVERSITY.*

_____ 3. **WRITE A PLAN TO IMPROVE ONE'S OWN ABILITY TO ACCOMMODATE DIVERSITY IN FUTURE RELATIONSHIPS: PERSONAL, IN THE WORKPLACE, IN SCHOOL ETC.*

Courses Internationalized by Adding a New Unit

Food Service Management 1
Course Outcome Summary

District: MATC-Milwaukee - Milwaukee Area Technical College
Developer(s): Marietta M. Advincula
Date: 3/19/96

Course Title:	Food Service Management 1	
Course Number:	10-313-108	
Credits:	3	
Hours (50-minute periods):	72	
	Hours in class:	**Hours outside effort:**
A. Classroom Presentation	36	72
B. On Campus Laboratory and Clinicals	36	18
C. Individualize/Independent Study	0	
D. Simulated or Actual Work Experience	0	
E. On-the-job experience	0	

Course Description:

Basic principles of food preparation are reviewed and applied in a quantity food production unit.

Adjunct operational principles of menu planning, procurement, quality assurance, training, sanitation and safety are applied.

Course Goals:

INTERNATIONAL GOAL

DEFINE BASIC PRINCIPLES OF QUANTITY FOOD PREPARATION UNIQUE IN ANOTHER CULTURE: MENU PLANNING, PROCUREMENT, PRODUCTION, SERVICE, SANITATION, SAFETY, SECURITY, DISASTER PLANNING, ENVIRONMENTAL ISSUES, AND WASTE MANAGEMENT.

Prerequisites:

313-107 Food Science and Sanitation
Grade >= 2.0, or concurrent registration in 313-107

Text/Resources:

1994, American Hospital Publishing, ***Food Service Manual for Health Care Institutions***

MATC Bookstore, ***Learning Packet***

ADDITIONAL RESOURCES FROM THE DT PROG ACADEMIC SUPPORT, ***DIETETIC TECHNICIAN DEPARTMENT***, MATC

Course Outcome Summary

Supplies:

3 ring binder
Food Thermometer
Uniform and Effective Hair Restraint
Calculator

Core Abilities:

1. ***OPERATE WITH A FUNCTIONAL UNDERSTANDING OF ONE'S PERSONAL MOTIVATIONS FOR SPECIFIC BEHAVIORS IN RELATION TO OTHERS IN A MULTINATIONAL ENVIRONMENT.***
2. ***DEMONSTRATE ECONOMIC, GEOGRAPHICAL, PSYCHOLOGICAL, SOCIOLOGICAL, AND RELIGIOUS SENSITIVITY TO THE INTERDEPENDENCE AND INTERRELATEDNESS.***
3. ***RECOGNIZE CULTURAL DIFFERENCES IN ORDER TO PROVIDE SUCCESSFUL NUTRITIONAL CARE.***
4. ***RECOGNIZE MULTINATIONAL TRAITS AND BEHAVIORS TO PROMOTE UNDERSTANDING FOR A COOPERATIVE WORK ENVIRONMENT.***
5. ***RESPECT CULTURAL DIVERSITY AND PLURALISM IN THE WORKPLACE.***

Competencies and Performance Standards

Unit I. -Menu Principles
Unit II. -Procurement
Unit III. -Food Production Principles
Unit IV. -Service of Food
Unit V. -Sanitation
Unit VI. -Safety, Security and Disaster Planning
Unit VII. -Environmental Issues and Waste Management

Course Outcome Summary

Unit VIII. -*FOOD SERVICE MANAGEMENT ISSUES AND TOPICS IN ASSIGNED CULTURES OR COUNTRIES.	
VIII.1 *REPORT ON UNIQUE CUSTOMS AND TRADITIONS THAT INFLUENCE FOOD SERVICE MANAGEMENT PRACTICES.	Criteria - Performance will be satisfactory when: • *LEARNER RESEARCHES CUSTOMS AND TRADITIONS THAT INFLUENCE FOOD SERVICE MANAGEMENT PRACTICES OF AN ASSIGNED CULTURE OR COUNTRY. • *WRITTEN AND ORAL REPORTS OF THE RESEARCH ARE SHARED IN CLASS.
	Conditions - Competence will be demonstrated: • *IF REPORT IS SHARED. • *IF QUESTIONS ON THE REPORT ARE ANSWERED SATISFACTORILY. • *IF REPORT MEETS REQUIRED CRITERIA.
	Learning Objectives a. *DIFFERENTIATE FOOD SERVICE MANAGEMENT PRACTICES OF ASSIGNED CULTURE WITH MAINSTREAM. b. *RESPECT THE FOOD SERVICE MANAGEMENT CUSTOMS AND TRADITIONS OF OTHER CULTURES OR COUNTRIES.

Course Outcome Summary

Unit VIII. -*FOOD SERVICE MANAGEMENT ISSUES AND TOPICS IN ASSIGNED CULTURES OR COUNTRIES. (continued)	
VIII.2 *PARTICIPATE IN THE FOOD SERVICE OF AN ETHNIC RESTAURANT OR COMMUNITY BASE ORGANIZATION FOOD FESTIVAL.	Criteria - Performance will be satisfactory when: • *LEARNER WORKS OR OBSERVES FOOD SERVICE FUNCTIONS IN AN ETHNIC RESTAURANT OR COMMUNITY BASE ORGANIZATION'S FOOD FESTIVAL. • *WRITTEN AND ORAL REPORT ARE SHARED IN CLASS.
	Conditions - Competence will be demonstrated: • *IF STUDENT SHARED HER/HIS EXPERIENCE IN CLASS. • *IF REPORT MEETS REQUIRED CRITERIA.
	Learning Objectives a. *PARTICIPATE IN AN ETHNIC FOOD SERVICE FUNCTION. b. *WORK IN A DIVERSE FOOD SERVICE ORGANIZATION. c. *DESCRIBE AND DIFFERENTIATE EXPERIENCE(S) WORKING IN AN ETHNIC RESTAURANT OR FOOD SERVICE FUNCTION WITH MAINSTREAM FOOD SERVICE INSTITUTION.

Food Service Management 1

Learning Plan

INTERNATIONAL FOOD SERVICE MANAGEMENT
Learning Plan 1
Overview: **THIS UNIT WILL INTEGRATE MAINSTREAM BASIC PRINCIPLES OF FOOD PREPARATION IN ASSIGNED OR SELECTED CULTURES AND/OR COUNTRIES.*

Learning Objectives:

a. **DIFFERENTIATE FOOD SERVICE MANAGEMENT PRACTICES OF ASSIGNED CULTURE WITH MAINSTREAM.*
b. **RESPECT THE FOOD SERVICE MANAGEMENT CUSTOMS AND TRADITIONS OF OTHER CULTURES OR COUNTRIES.*

Learning Activities:

_____ 1. **GATHER DATA ON FOOD SERVICE MANAGEMENT PRACTICES OF THE ASSIGNED CULTURE OR COUNTRY.*

_____ 2. **INTERVIEW AN EXPERT ON THE FOOD SERVICE MANAGEMENT PRACTICES OF THE ASSIGNED CULTURE OR COUNTRY.*

_____ 3. **COMPLETE AND PRESENT REPORT*

_____ 4. **SHARE PERSONAL EXPERIENCES ON THE INTERVIEW.*

Performance Assessment:

_____ 1. **WRITE AND PRESENT REPORT ACCORDING TO REQUIRED CRITERIA.*

_____ 2. **PARTICPATE IN CLASS DISCUSSION ON INTERNATIONL FOOD SERVICE MANAGEMENT PRACTICES.*

_____ 3. **DEMONSTRATE SOME ETHNIC FOOD PREPARATION AND SERVICE.*

_____ 4. **SHARE HANDOUTS AND ANY OTHER MATRIALS DEVELOPED OR ACQUIRED FROM ETHNIC FOOD SERVICE EXPERIENCE(S).*

Food Service Management 1

Learning Plan

INTERNATIONAL FOOD SERVICE PRACTICES
Learning Plan 2
Overview: *SHARE EXPERIENCES IN ETHNIC FOOD RESTAURANTS OR COMMUNITY BASE ORGANIZATION FOOD FESTIVAL

Learning Objectives:

a. *PARTICIPATE IN AN ETHNIC FOOD SERVICE FUNCTION.

b. *WORK IN A DIVERSE FOOD SERVICE ORGANIZATION.

c. *DESCRIBE AND DIFFERENTIATE EXPERIENCE(S) WORKING IN AN ETHNIC RESTAURANT OR FOOD SERVICE FUNCTION WITH MAINSTREAM FOOD SERVICE INSTITUTION.

Learning Activities:

_____ 1. *ATTEND A COMMUNITY BASE ORGANIZATION (ETHNIC) FOOD FESTIVAL .

_____ 2. *WORK OR VOLUNTEER IN AN ETHNIC RESTAURANT.

_____ 3. *WRITE REPORT ON THE EXPERIENCE.

_____ 4. *REPORT AND DISCUSSTHE EXPERIENCE.

Performance Assessment:

_____ 1. *PRESENT THE REPORT ON THE EXPERIENCE(S) ACCORDING TO REQUIRED CRITERIA.

_____ 2. *ANSWER QUESTIONS FROM THE CLASS.

_____ 3. *SUMMARIZE KEY DIFFERENCES IN FOOD SERVICE MANAGEMENT PRACTICES BETWEEN ASSIGNED CULTURE OR COUNTRY AND MAINSTREAM UNITED STATES PRACTICES.

Diet Therapy 1
Course Outcome Summary

District:	**MATC-Milwaukee - Milwaukee Area Technical College**
Developer(s):	**Marietta M. Advincula**
Date:	**3/23/96**

Course Title:	Diet Therapy 1	
Course Number:	10-313-125	
Credits:	4	
Hours (50-minute periods):	72	
	Hours in class:	**Hours outside effort:**
A. Classroom Presentation	72	144
B. On Campus Laboratory and Clinicals	0	0
C. Individualize/Independent Study	0	
D. Simulated or Actual Work Experience	0	
E. On-the-job experience	0	

Course Description:

A continuation of 313-124 with emphasis on conditions of moderate to high nutritional risk. Students also evaluate the relevant scientific literature and develop personal resource files for professional practice.

Course Goals:

INTERNATIONAL GOAL

TO PROVIDE NUTRITIONAL CARE TO ETHNIC PATIENTS AT MODERATE TO HIGH NUTRITION RISK.

Course Outcome Summary

Prerequisites:

313-123, 313-124, 313-151, 313-152, 313-156.
A "C" or 2.0 grade point average must be maintained plus each student must have a "C" or 2.0 in each Foods (303) course.

Text/Resources:

SR Williams, ***Nutrition and Diet Therapy***

Moore MC, ***Pocket Guide to Nutrition and Diet Therapy (optional)***

American Dietetic Association, ***Manual of Clinical Dietetics***

Pennington and Church, ***Food Values of Portions Commonly Used***

Mason M, et al, ***The Dynamics of Clinical Dietetics***

Powers DE and Moore AO, ***Drug/Nutrient Interactions***

ADDITIONAL RESOURCES FROM THE DT PROG ACADEMIC SUPPORT, ***DIETETIC TECHNICIAN DEPARTMENT***, MATC

Supplies:

3 Ring Binder
Spiral Notebook

Course Outcome Summary

Core Abilities:

1. **OPERATE WITH A FUNCTIONAL UNDERSTANDING OF ONES'S PERSONAL MOTIVATIONS FOR SPECIFIC BEHAVIORS IN RELATION TO OTHERS IN A MULTINATIONAL ENVIRONMENT.*
2. **DEMONSTRATE ECONOMIC, GEOGRAPHICAL, PSYCHOLOGICAL, SOCIOLOGICAL, AND RELIGIOUS SENSITIVITY TO THE INTERDEPENDENCE AND INTERRELATEDNESS OF WORLD CULTURES.*
3. **RECOGNIZE CULTURAL DIFFERENCES IN ORDER TO PROVIDE SUCCESSFUL NUTRITIONAL CARE.*
4. **RECOGNIZE MULTINATIONAL TRAITS AND BEHAVIORS TO PROMOTE UNDERSTANDING FOR A COOPERATIVE WORK ENVIRONMENT.*
5. **RESPECT CULTURAL DIVERSITY AND PLURALISM IN THE WORKPLACE.*

Competencies and Performance Standards

Unit I. -Introduction to Diet Therapy
Unit II. -Stress/Trauma
Unit III. -Anemia
Unit IV. -Cancer and AIDS
Unit V. -Gastrointestinal Conditions
Unit VI. -Liver, Gallbladder, Pancreatic
Unit VII. -Weight Control, Reactive Hypoglycemia
Unit VIII. -Diabetes
Unit IX. -Cardiovascular Disease
Unit X. -Nutritional Disorders of Childhood

Course Outcome Summary

<table>
<tr><th colspan="2">Unit XI. -*NUTRITIONAL CARE OF ETHNIC PATIENTS</th></tr>
<tr><td rowspan="3">XI.1 <i>*NUTRITIONAL CARE PLANS FOR ETHNIC PATIENTS AT MODERATE TO HIGH NUTRITION RISKS.</i></td><td>Criteria - Performance will be satisfactory when:
• <i>*LEARNER APPLIES THE PRINCIPLES OF NUTRITIONAL ASSESSMENT AND CARE PLAN.</i>
• <i>*NUTRITIONAL CARE PLAN IS COMPLETED FOR AN ETHNIC PATIENT/CLIENT.</i></td></tr>
<tr><td>Conditions - Competence will be demonstrated:
• <i>*IF THE NUTRITIONAL CARE PLAN INCLUDED SPECIFIC CULTURAL AND TRADITIONAL FOOD PATTERNS AND PRACTICES.</i>
• <i>*IF MEETING THE DIETARY MODIFICATIONS AND NUTRITIONAL NEEDS ARE EVIDENT IN THE CARE PLAN.</i></td></tr>
<tr><td>Learning Objectives
a. <i>*COMPLETE AN INTERVIEW OF AN ASSIGNED ETHNIC PATIENT/CLIENT.</i>
b. <i>*RELATE DIETARY MODIFICATIONS WITH PHYSIOLOGICAL, MEDICAL STATUS, AND HISTORY.</i>
c. <i>*ACCOMMODATE CULTURAL AND TRADITIONAL FOOD PREFERENCES AND PRACTICES OF THE PATIENT/CLIENT.</i>
d. <i>*PLAN, IMPLEMENT, AND EVALUATE THE NUTRITIONAL CARE PLAN.</i></td></tr>
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Diet Therapy 1

Learning Plan

*CULTURE SENSITIVE NUTRITIONAL CARE PLANS
Learning Plan 1

Overview: ****TO ACCOMMODATE CULTURAL FOOD WAYS IN MODIFYING DIETS OF ETHNIC PATIENTS AT MODERATE TO HIGH NUTRITION RISKS.***

Learning Objectives:

a. ****COMPLETE AN INTERVIEW OF AN ASSIGNED ETHNIC PATIENT/CLIENT.***

b. ****RELATE DIETARY MODIFICATIONS WITH PHYSIOLOGICAL, MEDICAL STATUS, AND HISTORY.***

c. ****ACCOMMODATE CULTURAL AND TRADITIONAL FOOD PREFERENCES AND PRACTICES OF THE PATIENT/CLIENT.***

d. ****PLAN, IMPLEMENT, AND EVALUATE THE NUTRITIONAL CARE PLAN.***

Learning Activities:

_____ 1. ****INTERVIEW AN ETHNIC PATIENT AT MODERATE TO HIGH NUTRITION NUTRITIONAL RISK***

_____ 2. ****GATHER PHYSICAL AND LABORATORY INFORMATION FROM THE MEDICAL RECORD.***

_____ 3. ****EVALUATE THE NUTRITIONAL STATUS BASED ON THE INTERVIEW AND THE MEDICAL RECORD.***

_____ 4. ****COMPLETE AND PRESENT THE WRITTEN NUTRITIONAL CARE PLAN TO PATIENT.***

_____ 5. ****EVALUATE POSSIBLE COMPLIANCE OF THE PATIENT.***

_____ 6. ****DOCUMENT THE NUTRITIONAL CARE PLAN IN THE PATIENT'S MEDICAL RECORD INFORMATION.***

Diet Therapy 1

Performance Assessment:

_____ 1. **COMPLETE INTERVIEW.*

_____ 2. **WRITE UP NUTRITIONAL CARE PLAN ACCORDING TO REQUIRED FORMAT.*

_____ 3. **REPORT THE NUTRITIONAL CARE.*

_____ 4. **IMPLEMENT THE NUTRITIONAL CARE.*

_____ 5. **DEMONSTRATE THE INCLUSION OF ETHNIC FOOD PRACTICES IN THE NUTRITIONAL CARE PLAN.*

_____ 6. **DOCUMENT THE NUTRITIONAL CARE PLAN IMPLEMENTATION AND FOLLOW UP ACTIVITIES ACCORDING TO REQUIRED FORMAT.*

Diet Therapy 2
Course Outcome Summary

District: **MATC-Milwaukee - Milwaukee Area Technical College**
Developer(s): **Marietta M. Advincula**
Date: **3/24/96**

Course Title: Diet Therapy 2
Course Number: 10-313-126
Credits: 2
Hours (50-minute periods): 36

	Hours in class:	**Hours outside effort:**
A. Classroom Presentation	36	72
B. On Campus Laboratory and Clinicals	0	0
C. Individualize/Independent Study	0	
D. Simulated or Actual Work Experience	0	
E. On-the-job experience	0	

Course Description:

A continuation of 313-125 including advanced and/or combined disease states and local, state, national and international nutrition issues.

Course Goals:

INTERNATIONAL GOAL

TO PROVIDE NUTRITIONAL CARE TO ETHNIC PATIENTS WITH ADVANCED OR COMBINED DISEASE CONDITIONS.

TO EXPLORE INTERNATIONAL NUTRITION ISSUES.

Prerequisites:

313-125 (all other prerequisites for 313-125), 313-135, Overall GPA equal or greater than 2.0

Course Outcome Summary

Text/Resources:

Williams, SR, ***Nutrition and Diet Therapy***

Moore, MC, ***Pocket Guide to Nutrition and Diet Therapy***

American Dietetic Association, ***Manual of Clinical Dietetics***

Pennington and Church, ***Food Values of Portions Commonly Used***

Mason M. et al., ***The Dynamics of Clinical Dietetics***

Powers DE and Moore AO, ***Drug and Nutrient Interactions***

ADDITIONAL RESOURCES FROM THE DT PROG ACADEMIC SUPPORT, ***DIETETIC TECHNICIAN DEPARTMENT***, MATC

Supplies:

3 Ring Binder
Spiral Notebook
Calculator

Core Abilities:

1. ****OPERATE WITH A FUNCTIONAL UNDERSTANDING OF ONE'S PERSONAL MOTIVATIONS FOR SPECIFIC BEHAVIORS IN RELATION TO OTHERS IN A MULTINATIONAL ENVIRONMENT.***
2. ****DEMONSTRATE ECONOMIC, GEOGRAPHICAL, PSYCHOLOGICAL, SOCIOLOGICAL, AND RELIGIOUS SENSITIVITY TO THE INTERDEPENDENCE AND INTERRELATEDNESS OF WORLD CULTURES.***
3. ****RECOGNIZE CULTURAL DIFFERENCES IN ORDER TO PROVIDE SUCCESSFUL NUTRITIONAL CARE.***
4. ****RECOGNIZE MULTINATIONAL TRAITS AND BEHAVIORS TO PROMOTE UNDERSTANDING FOR A COOPERATIVE WORK ENVIRONMENT.***
5. ***RESPECT CULTURAL DIVERSITY AND PLURALISM IN THE WORKPLACE.***

Competencies and Performance Standards

Unit I. -Parenteral and Enteral Nutrition
Unit II. -Renal Disease
Unit III. -Multiple Organ Systems
Unit IV. -Rehabilitation
Unit V. -Mental Disorders
Unit VI. -Death and Dying
Unit VII. -Professional Affiliations and Responsibilities

Course Outcome Summary

Unit VIII. -*NUTRITIONAL CARE OF ETHNIC PATIENTS		
VIII.1	***DEVELOP NUTRITION CARE PLANS FOR ETHNIC PATIENTS WITH ADVANCED OR COMBINED DISEASE CONDITIONS.***	**Criteria - Performance will be satisfactory when:** • ***LEARNER APPLIES THE PRINCIPLES OF NUTRITIONAL ASSESSMENT AND CARE PLAN.*** • ***NUTRITIONAL CARE PLANS ARE COMPLETED FOR AN ETHNIC PATIENT.***
		Conditions - Competence will be demonstrated: • ***IF THE NUTRITIONAL CARE PLANS INCLUDED SPECIFIC CULTURAL AND TRADITIONAL FOOD PATTERNS AND PRACTICES.*** • ***IF MEETING THE DIETARY MODIFICATIONS AND NUTRITIONAL NEEDS ARE EVIDENT IN THE CARE PLAN.***
		Learning Objectives a. ***COMPLETE INTERVIEW OF ASSIGNED ETHNIC PATIENTS/CLIENTS.*** b. ***RELATE DIETARY MODIFICATIONS WITH PHYSIOLOGICAL AND MEDICAL STATUS AND HISTORY.*** c. ***ACCOMMODATE CULTURAL AND TRADITIONAL PREFERENCES AND PRACTICES OF THE PATIENTS/CLIENTS.*** d. ***PLAN, IMPLEMENT, AND EVALUATE THE NUTRITIONAL CARE PLAN.***

Diet Therapy 2

Learning Plan

***CULTURE SENSITIVE NUTRITIONAL CARE PLANS**
Learning Plan 1
Overview: ****TO ACCOMMODATE CULTURAL FOOD WAYS IN MODIFYING DIETS OF ETHNIC PATIENTS WITH ADVANCED OR COMBINED DISEASE CONDITIONS.***

Learning Objectives:

a. ****COMPLETE INTERVIEW OF ASSIGNED ETHNIC PATIENTS/CLIENTS.***
b. ****RELATE DIETARY MODIFICATIONS WITH PHYSIOLOGICAL AND MEDICAL STATUS AND HISTORY.***
c. ****ACCOMMODATE CULTURAL AND TRADITIONAL PREFERENCES AND PRACTICES OF THE PATIENTS/CLIENTS.***
d. ****PLAN, IMPLEMENT, AND EVALUATE THE NUTRITIONAL CARE PLAN.***

Learning Activities:

_____ 1. ****INTERVIEW ETHNIC PATIENTS WITH ADVANCED OR COMBINED DISEASE CONDITION.***

_____ 2. ****GATHER PHYSICAL AND LABORATORY INFORMATION FROM THE MEDICAL RECORDS.***

_____ 3. ****EVALUATE THE NUTRITIONAL STATUS BASED ON THE INTERVIEW AND MEDICAL RECORD INFORMATION.***

_____ 4. ****COMPLETE AND PRESENT THE WRITTEN NUTRITIONAL CARE PLANS TO PATIENTS.***

_____ 5. ****EVALUATE POSSIBLE COMPLIANCE OF PATIENTS.***

_____ 6. ****DOCUMENT THE NUTRITIONAL CARE PLANS IN THE PATIENT'S MEDICAL RECORD.***

Diet Therapy 2

Performance Assessment:

_____ 1. **_*COMPLETE INTERVIEWS._**

_____ 2. **_*WRITE UP NUTRITIONAL CARE PLANS ACCORDING TO REQUIRED FORMAT._**

_____ 3. **_REPORT THE NUTRITIONAL CARE PLANS._**

_____ 4. **_*IMPLEMENT THE NUTRITIONAL CARE PLANS._**

_____ 5. **_*DEMONSTRATE THE INCLUSION OF ETHNIC FOOD PRACTICES IN THE NUTRITIONAL CARE PLANS._**

_____ 6. **_*DOCUMENT THE NUTRITIONAL CARE PLANS' IMPLEMENTATION AND FOLLOW UP ACTIVITIES ACCORDING TO REQUIRED FORMAT._**

Diet Therapy: Field Experience
Course Outcome Summary

District: **MATC-Milwaukee - Milwaukee Area Technical College**
Developer(s): **Marietta M. Advincula**
Date: **3/24/96**

Course Title: Diet Therapy: Field Experience
Course Number: 10-313-136
Credits: 2
Hours (50-minute periods): 144

	Hours in class:	**Hours outside effort:**
A. Classroom Presentation	0	0
B. On Campus Laboratory and Clinicals	0	0
C. Individualize/Independent Study	0	
D. Simulated or Actual Work Experience	144	72
E. On-the-job experience	0	

Course Description:

A continuation of 313-135 with independent field experience in dietetics in a professional facility. Students develop entry-level professional competence and prepare for the national registration exam.

Course Goals:

*INTERNATIONAL GOAL

*TO APPLY VALUING DIVERSITY AT THE WORKPLACE.

Prerequisites:

313-125 and 313-135 Overall GPA >=2.0
(also included are any prerequisites for these courses)

Text/Resources:

ADDITIONAL RESOURCES FROM THE DT PROG ACADEMIC SUPPORT, DIETETIC TECHNICIAN DEPARTMENT, MATC

MATC, ALL OTHER TEXTBOOKS FOR 313-125, 313-126

Supplies:

3 Ring Binder
Spiral Notebook
Calculator

Course Outcome Summary

Core Abilities:

1. **OPERATE WITH A FUNCTIONAL UNDERSTANDING OF ONE'S PERSONAL MOTIVATIONS FOR SPECIFIC BEHAVIORS IN RELATION TO OTHERS IN A MULTINATIONAL ENVIRONMENT.*
2. **DEMONSTRATE ECONOMIC, GEOGRAPHICAL, PSYCHOLOGICAL, SOCIOLOGICAL, AND RELIGIOUS SENSITIVITY TO THE INTERDEPENDENCE AND INTERRELATEDNESS OF WORLD CULTURES.*
3. **RECOGNIZE CULTURAL DIFFERENCES IN ORDER TO PROVIDE SUCCESSFUL NUTRITIONAL CARE.*
4. **RECOGNIZE MULTINATIONAL TRAITS AND BEHAVIORS TO PROMOTE UNDERSTANDING FOR A COOPERATIVE WORK ENVIRONMENT.*
5. **RESPECT CULTURAL DIVERSITY AND PLURALISM IN THE WORKPLACE.*

Competencies and Performance Standards

Unit I. -Plans Nutritionally Adequate Diet
Unit II. -Follows Policies and Procedures
Unit III. -Communication with Members of Health Care Team
Unit IV. -Conducts Interviews with Patient/Client and Family
Unit V. -Obtains and Assesses Nutrition-Related Information
Unit VI. -Applies Meal Management and Food Science Principles to Menu Planning
Unit VII. -Plans Nutritionally Adequate Diet
Unit VIII. -Selects Appropriate Menu for Dietary Modifications
Unit IX. -Identifies Relationship of Diet to Clinical Condition
Unit X. -Assists RD in Community Nutrition Education Programs
Unit XI. -Writes Goals for Nutritional Care
Unit XII. -Utilizes Appropriate Counseling Techniques
Unit XIII. -Utilizes Appropriate Teaching Methods
Unit XIV. -Applies Management Functions
Unit XV. -Identifies Administrative Leadership Techniques
Unit XVI. -Assists in Food Production
Unit XVII. -Assists in Management of Quality Assurance Program
Unit XVIII. -Assesses Cycle Menu
Unit XIX. -State Relationship of Modified Diet to Food Production

Course Outcome Summary

Unit XX. -*CULTURAL DIVERSITY AND PLURALISM IN THE WORK ENVIRONMENT	
XX.1 **PARTICIPATE IN THE DELIVERY OF NUTRITIONAL CARE TO ETHNIC PATIENTS/ CLIENTS.*	**Criteria - Performance will be satisfactory when:** • **NUTRITIONAL CARE PLANS ARE COMPLETED FOR ETHNIC PATIENTS.* • **LEARNER APPLIES LEADERSHIP STYLES AND MANAGEMENT TOOLS TO ACCOMMODATE DIVERSE WORKFORCE.*
	Conditions - Competence will be demonstrated: • **IF NUTRITIONAL CARE PLANS INCLUDED SPECIFIC CULTURAL AND TRADITIONAL FOOD PATTERNS AND PRACTICES.* • **IF APPROPRIATE LEADERSHIP STYLE AND/OR MANAGEMENT TOOLS ARE APPLIED OR IDENTIFIED AS APPLICABLE IN SPECIFIC WORK RELATED RELATIONSHIPS OR CONFRONTATIONS.*
	Learning Objectives a. **PLAN, IMPLEMENT, EVALUATE, AND DOCUMENT NUTRITIONAL CARES PLAN FOR ETHNIC PATIENTS/CLIENTS.* b. **IDENTIFY LEADERSHIP STYLES AND MANAGEMENT TOOLS APPLICABLE AT THE WORKPLACE.*

Diet Therapy: Field Experience

Learning Plan

***VALUING DIVERSITY**
Learning Plan 1
Overview: ****TO APPLY INTERCULTURAL, INTERNATIONAL AND CROSS-CULTURAL SKILLS IN FIELD EXPERIENCE ACTIVITIES .***

Learning Objectives:

a. ****PLAN, IMPLEMENT, EVALUATE, AND DOCUMENT NUTRITIONAL CARES PLAN FOR ETHNIC PATIENTS/CLIENTS.***

b. ****IDENTIFY LEADERSHIP STYLES AND MANAGEMENT TOOLS APPLICABLE AT THE WORKPLACE.***

Learning Activities:

_____ 1. ****REVIEW VALUING DIVERSITY VIDEOS.***

_____ 2. ****REVIEW RELEVANT MATERIALS DEVELOPED FROM OTHER COURSES AND THE DT PROG ACADEMIC SUPPORT CENTER.***

_____ 3. ****INCLUDE AND INTERVIEW ETHNIC PATIENTS IN ASSIGNED PATIENT LOAD FOR THE COMPLETION OF THE CLINICAL.***

_____ 4. ****PLAN, IMPLEMENT, EVALUATE, AND DOCUMENT NUTRITIONAL CARE PLANS TO INCLUDE CULTURAL AND TRADITIONAL FOOD WAYS.***

_____ 5. ****IDENTIFY ETHNIC EMPLOYER-EMPLOYEE OR EMPLOYEE-EMPLOYEE RELATIONSHIPS OR CONFRONTATIONS THAT COULD HAVE BEEN RESOLVED OR APPROACHED WITH MORE SENSITIVITY.***

Diet Therapy: Field Experience

Performance Assessment:

_____ 1. **DEMONSTRATE SENSITIVITY TO PATIENTS' CULTURAL PREFERENCES IN NUTRITIONAL CARE PLANS.*

_____ 2. **DOCUMENT NUTRITIONAL CARE PLANS ACCORDING TO REQUIRED FORMAT.*

_____ 3. **DEMONSTRATE ABILITY TO WORK WITH THE DIVERSE EMPLOYEES OF THE CLINICAL SITE.*

_____ 4. **DEMONSTRATE THE ABILITY TO IDENTIFY CRITICAL INCIDENTS SENSITIVE TO CULTURAL DIVERSITY.*

_____ 5. **DEMONSTRATE THE ABILITY TO APPLY VALUING DIVERSITY PRINCIPLES AS APPROPRIATE.*

Basic Nutrition
Course Outcome Summary

District:	**MATC-Milwaukee - Milwaukee Area Technical College**
Developer(s):	**Marietta M. Advincula**
Date:	**3/23/96**

Course Title:	Basic Nutrition	
Course Number:	10-313-151	
Credits:	3	
Hours (50-minute periods):	54	
	Hours in class:	**Hours outside effort:**
A. Classroom Presentation	54	108
B. On Campus Laboratory and Clinicals	0	0
C. Individualize/Independent Study	0	
D. Simulated or Actual Work Experience	0	
E. On-the-job experience	0	

Course Description:

A study of nutrients, nutrient metabolism, and nutrition resource materials. Prepares the student to analyze the nutritional needs of individuals and groups.
Environment factors affecting food availability, safety, and selection are also discussed.

Course Goals:

INTERNATIONAL GOAL

IDENTIFY ECONOMIC, GEOGRAPHICAL, PSYCHOLOGICAL AND RELIGIOUS FACTORS THAT DETERMINE FOOD GUIDES AND DIETARY ALLOWANCES OF INDIVIDUALS OR GROUPS.

Prerequisites:

One year of high school chemistry or 806-110
One year of high school biology

Text/Resources:

Mosby, ***Perspectives in NutritionStudent Study Guide for Perspectives in Nutrition***
Pennington and Church (optional), ***Food Values of Portions Commonly Used***

ADDITIONAL RESOURCES FROM THE DT PROG ACADEMIC SUPPORT, ***DIETETIC TECHNICIAN DEPARTMENT***, MATC

Course Outcome Summary

Supplies:

3-Ring Binder
Spiral Notebook

Core Abilities:

1. ****OPERATE WITH A FUNCTIONAL UNDERSTANDING OF ONE'S PERSONAL MOTIVATIONS FOR SPECIFIC BEHAVIORS IN RELATION TO OTHERS IN A MULTINATIONAL ENVIRONMENT.***
2. ****DEMONSTRATE ECONOMIC, GEOGRAPHICAL, PSYCHOLOGICAL, SOCIOLOGICAL, AND RELIGIOUS SENSITIVITY TO THE INTERDEPENDENCE AND INTERRELATEDNESS OF WORLD CULTURES.***
3. ****RECOGNIZE CULTURAL DIFFERENCES IN ORDER TO PROVIDE SUCCESSFUL NUTRITIONAL CARE.***
4. ****RECOGNIZE MULTINATIONAL TRAITS AND BEHAVIORS TO PROMOTE UNDERSTANDING FOR A COOPERATIVE WORK ENVIRONMENT.***
5. ****RESPECT CULTURAL DIVERSITY AND PLURALISM IN THE WORKPLACE.***

Competencies and Performance Standards

Unit I. -Introduction to Nutrition
Unit II. -Food Guides
Unit III. -Carbohydrate
Unit IV. -Fiber
Unit V. -Protein
Unit VI. -Lipids/Fat
Unit VII. -Energy
Unit VIII. -Weight Control
Unit IX. -Alcohol
Unit X. -Introduction to Vitamins
Unit XI. -Fat Soluble Vitamins
Unit XII. -Water Soluble Vitamins
Unit XIII. -Macronutrients (Minerals)
Unit XIV. -Micronutrients
Unit XV. -Food Fads Alternative Eating Patterns
Unit XVI. -Water, fluorine, and Electrolyte
Unit XVII. -Food Labeling
Unit XVIII. -Food Safety

Course Outcome Summary

Unit XIX. -*INTERNATIONAL ASPECTS OF NUTRITION	
XIX.1 *DIFFERENTIATE FOOD GUIDES AND ITS RATIONALE IN DIFFERENT COUNTRIES OR CULTURES. *EXPLAIN FOOD SAFETY ISSUES IN DIFFERENT CULTURES. *DESCRIBE FOOD LABELING OF CULTURAL PRODUCTS. *DIFFERENTIATE FOOD LABELING PRINCIPLES BETWEEN COUNTRIES.	**Criteria - Performance will be satisfactory when:** • *LEARNER RECOGNIZES DIFFERENCES BETWEEN FOOD GUIDES OF DIFFERENT CULTURES OR COUNTRIES. • *LEARNER DESCRIBES FOOD SAFETY ISSUES IN DIFFERENT CULTURES OR COUNTRIES. • *LEARNER RECOGNIZES DIFFERENT FOOD LABELS FROM OTHER CULTURES OR COUNTRIES.
	Conditions - Competence will be demonstrated: • *IF FOOD GUIDES FROM DIFFERENT CULTURES OR COUNTRIES ARE ASSOCIATED WITH ECONOMIC, PSYCHOLOGICAL, SOCIOLOGICAL, GEOGRAPHICAL AND RELIGIOUS FACTORS. • *IF FOOD LABEL SAMPLES ARE EXPLAINED. • *IF FOOD SAFETY ISSUES ARE ASSOCIATED WITH GEOGRAPHY AND SOCIAL AND POLITICAL ISSUES ON ENVIRONMENT.
	Learning Objectives a. *VALUE DIFFERENCES IN GEOGRAPHY, ECONOMICS, SOCIAL AND RELIGIOUS ORIENTATIONS IN PEOPLE'S FOOD AND NUTRIENT INTAKE. b. *DIFFERENTIATE FOOD AND WATER SAFETY ISSUES AMONG CULTURES AND COUNTRIES. c. *EXPLAIN FOOD LABELING VARIABLES BETWEEN CULTURES AND COUNTRIES.

Basic Nutrition

Learning Plan

*INTERNATIONAL ASPECTS OF NUTRITION
Learning Plan 1
Overview: *TO IDENTIFY ECONOMIC, GEOGRAPHIC, PSYCHOLOGICAL, SOCIOLOGICAL, POLITICAL AND RELIGIOUS FACTORS THAT AFFECT THE FOOD AND WATER INTAKE OF DIFFERENT CULTURES AND COUNTRIES.

Learning Objectives:

a. *VALUE DIFFERENCES IN GEOGRAPHY, ECONOMICS, SOCIAL AND RELIGIOUS ORIENTATIONS IN PEOPLE'S FOOD AND NUTRIENT INTAKE.
b. *DIFFERENTIATE FOOD AND WATER SAFETY ISSUES AMONG CULTURES AND COUNTRIES.
c. *EXPLAIN FOOD LABELING VARIABLES BETWEEN CULTURES AND COUNTRIES.

Learning Activities:

______ 1. *GATHER INFORMATION ON FOOD GUIDES, FOOD AND WATER SAFETY AND FOOD LABELING OF DIFFERENT CULTURES AND COUNTRIES.

______ 2. *REAEARCH THE INTERNET, ERIC, MEDLINE, AND OTHER DATABASES.

______ 3. *USE RESOURCES IN THE DT PROG ACADEMIC SUPPORT CENTER.

______ 4. *CONSULT THE ESL AND MULTICULTURAL CENTER AND THE INTERNATIONAL EDUCATION COMMITTEE.

______ 5. *INTERVIEW MULTINATIONAL STUDENTS, CO-WORKERS, FACULTY ETC.

______ 6. *REPORT FINDINGS.

Performance Assessment:

______ 1. *FOOD GUIDES FROM DIFFERENT COUNTRIES ARE EXPLAINED AND RELATED TO CULTURAL AND TRADITIONAL FACTORS.

______ 2. *FOOD SAFETY AND FOOD LABELS ARE DEMONSTRATED AND RELATED TO FOOD INTAKE AND NUTRITIONAL ISSUES.

______ 3. *REPORTS, WRITTEN AND ORAL, ARE COMPLETED ACCORDING TO REQUIRED FORMAT.

Community Nutrition
Course Outcome Summary

District: **MATC-Milwaukee - Milwaukee Area Technical College**
Developer(s): **Marietta M. Advincula**
Date: **3/24/96**

Course Title: Community Nutrition
Course Number: 10–313-155
Credits: 2
Hours (50-minute periods): 36

	Hours in class:	**Hours outside effort:**
A. Classroom Presentation	36	72
B. On Campus Laboratory and Clinicals	0	0
C. Individualize/Independent Study	0	
D. Simulated or Actual Work Experience	0	
E. On-the-job experience	0	

Course Description:
Students will explore and identify public health policies that impact community nutrition programs: appropriation, planning, implementation, and assessment.

Course Goals:
INTERNATIONAL GOAL

TO BECOME FAMILIAR WITH COMMUNITY NUTRITION PROGRAMS IN DIFFERENT CULTURES AND COUNTRIES.

Prerequisites:
313-151, 313-124, 313-134, 313-156, 313-166
GPA OF 2.00 or better

Text/Resources:

TEXTBOOKS AND STUDY GUIDES IN 313-124, 313-134, 313-156, ***DIETETIC TECHNICIAN DEPARTMENT***, MATC

ADDITIONAL RESOURCES IN THE DT PROG ACADEMIC SUPPORT, ***DIETETIC TECHNICIAN DEPARTMENT***, MATC

Supplies:

3 Ring Binder
Spiral Notebook

Course Outcome Summary

Core Abilities:

1. **OPERATE WITH A FUNCTIONAL UNDERSTANDING OF ONE'S PERSONAL MOTIVATIONS FOR SPECIFIC BEHAVIORS IN RELATION TO OTHERS IN A MULTINATIONAL ENVIRONMENT.*
2. **DEMONSTRATE ECONOMIC, GEOGRAPHICAL, PSYCHOLOGICAL, SOCIOLOGICAL, AND RELIGIOUS SENSITIVITY TO THE INTERDEPENDENCE AND INTERRELATEDNESS OF WORLD CULTURES.*
3. **RECOGNIZE CULTURAL DIFFERENCES IN OR ORDER TO PROVIDE SUCCESSFUL NUTRITIONAL CARE.*
4. **RECOGNIZE MULTINATIONAL TRAITS AND BEHAVIORS TO PROMOTE UNDERSTANDING FOR A COOPERATIVE WORK ENVIRONMENT.*
5. **RESPECT CULTURAL DIVERSITY AND PLURALISM IN THE WORKPLACE.*

<table>
<tr><th colspan="2">Competencies and Performance Standards</th></tr>
<tr><td colspan="2">Unit I. -Community Nutrition and Public Health</td></tr>
<tr><td colspan="2">Unit II. -Specialty Programs for Promoting and Protecting the Public's Health</td></tr>
<tr><td colspan="2">Unit III. -*GLOBAL AWARENESS IN COMMUNITY NUTRITION</td></tr>
<tr><td rowspan="3">III.1 <i>*SHARE INTERNATIONAL NUTRITION CONCERNS, PUBLIC POLICIES, AND PROGRAMS TO MEET THE PUBLIC HEALTH AND EDUCATION NEEDS OF ETHNIC GROUPS.</i></td><td>Criteria - Performance will be satisfactory when:
• <i>*LEARNER IDENTIFIES COMMUNITY NUTRITION PROGRAMS: INTERNATIONAL, LOCAL, STATE, AND NATIONAL.</i>
• <i>*COMMUNITY NUTRITION PROGRAMS ARE CLASSIFIED APPROPRIATELY TO FACILITATE USE.</i></td></tr>
<tr><td>Conditions - Competence will be demonstrated:
• <i>*IF COMMUNITY NUTRITION PROGRAMS ARE EVALUATED ACCORDING TO PRE-DETERMINED CRITERIA BY THE CLASS.</i></td></tr>
<tr><td>Learning Objectives
a. <i>*EVALUATE THE MERITS OF COMMUNITY NUTRITION PROGRAM.</i>
b. <i>* RECOMMEND APPROPRIATE NUTRITION PROGRAMS TO ETHNIC CLIENTS.</i></td></tr>
<tr><td colspan="2">Unit IV. -Marketing and Program Planning</td></tr>
</table>

Community Nutrition

Learning Plan

***COMMUNITY NUTRITION PROGRAMS**

Learning Plan 1

Overview: ****TO CREATE AWARENESS AND FAMILIARITY WITH NUTRITION PROGRAMS THAT COULD BENEFIT ETHNIC GROUPS IN THE COMMUNITY.***

Learning Objectives:

a. ****EVALUATE THE MERITS OF COMMUNITY NUTRITION PROGRAM.***

b. **** RECOMMEND APPROPRIATE NUTRITION PROGRAMS TO ETHNIC CLIENTS.***

Learning Activities:

_____ 1. ****RESEARCH THE INTERNET, ERIC, MEDLINE, AND OTHER DATA BASES FOR COMMUNITY NUTRITION PROGRAMS, POLICIES, AND NUTRITION EDUCATION OPPORTUNITIES IN OTHER COUNTRIES AS WELL AS LOCAL, STATE, AND NATIONAL.***

_____ 2. ****USE THE DT PROG ACADEMIC SUPPORT CENTER FOR MORE INFORMATION.***

_____ 3. ****IDENTIFY AND DISCUSS THE MERITS, DEMERITS AND DESSIMINATION OF INFORMATION AND AVAILABILITY OF NUTRITION PROGRAMS AT VARIOUS LEVELS.***

Performance Assessment:

_____ 1. ****INTERNATIONAL NUTRITION PROGRAMS ARE COMPARED AND CONTRASTED WITH LOCAL, STATE AND NATIONAL PROGRAMS.***

_____ 2. ****PLAN IS DEVELOPED FOR ETHNIC CLIENTS TO BENEFIT FROM CURRENT NUTRITION PROGRAMS.***

Nutrition in the Life Cycle: Coordinated Practice
Course Outcome Summary

District:	**MATC-Milwaukee - Milwaukee Area Technical College**
Developer(s):	**Marietta M. Advincula**
Date:	**3/22/96**

Course Title: Nutrition in the Life Cycle: Coordinated Practice
Course Number: 10-313-166
Credits: 1
Hours (50-minute periods): 54

	Hours in class:	**Hours outside effort:**
A. Classroom Presentation	0	0
B. On Campus Laboratory and Clinicals	0	0
C. Individualize/Independent Study	54	
D. Simulated or Actual Work Experience	0	
E. On-the-job experience	0	

Course Description:
The nutrient and nutritional counseling needs for normal growth and optimal health throughout the life cycle are explored. Students develop and implement teaching plans for the various age groups in the clinical experience.

Course Goals:
INTERNATIONAL GOAL

TO IDENTIFY, DEVELOP AND UTILIZE APPROPRIATE EDUCATIONAL RESOURCES AND DEVELOP LESSON PLANS FOR ETHNIC INDIVIDUALS OR GROUPS AT THE VARIOUS STAGES OF THE LIFECYCLE IN A CLINICAL SETTING.

Prerequisites:
313-124, 313-151, and 313-156, or 313-151 and concurrent registration in 313-124 and 313-156

Text/Resources:
ADDITIONAL RESOURCES FROM THE PROG ACADEMIC SUPPORT, ***DIETETIC TECHNICIAN DEPARTMENT***, MATC

Course Outcome Summary

Supplies:
3 Ring Binder Spiral Notebook Calculator

Core Abilities:

1. **_*OPERATE WITH A FUNCTIONAL UNDERSTANDING OF ONE'S PERSONAL MOTIVATIONS FOR SPECIFIC BEHAVIORS IN RELATION TO OTHERS IN A MULTINATIONAL ENVIRONMENT._**
2. **_*DEMONSTRATE ECONOMIC, GEOGRAPHICAL, PSYCHOLOGICAL , SOCIOLOGICAL, AND RELIGIOUS SENSITIVITY TO THE INTERDEPENDENCE AND INTERRELATEDNESS OF WORLD CULTURES._**
3. **_*RECOGNIZE CULTURAL DIFFERENCES CULTURAL DIFFERENCES IN ORDER TO PROVIDE SUCCESSFUL NUTRITIONAL CARE._**
4. **_*RECOGNIZE MULTINATIONAL TRAITS AND BEHAVIORS TO PROMOTE UNDERSTANDING FOR A COOPERATIVE WORK ENVIRONMENT._**
5. **_*RESPECT CULTURAL DIVERSITY AND PLURALISM IN THE WORKPLACE._**

Competencies and Performance Standards

Unit I. -Professional Responsibilities
Unit II. -Pregnancy and Lactation
Unit III. -Infancy
Unit IV. -Childhood
Unit V. -Adolescence
Unit VI. -Adult Wellness/Fitness
Unit VII. -Elderly

Course Outcome Summary

Unit VIII. -*NUTRITIONAL CARE PLAN FOR ETHNIC INDIVIDUALS OR GROUPS AT THE VARIOUS STAGES OF THE LIFECYCLE	
VIII.1 *DEVELOP A NUTRITIONAL CARE PLAN FOR AN ASSIGNED ETHNIC INDIVIDUAL OR GROUP AT A STAGE OF LIFECYCLE THAT HAS NOT BEEN PERFORMED IN PREVIOUS COURSE WORKS.	Criteria - Performance will be satisfactory when: • *LEARNER DEVELOPS EDUCATIONAL PLAN FOR AN ASSIGNED ETHNIC INDIVIDUAL OR GROUP. • *DIETARY PLAN(S) REFLECT THE CULTURAL NEEDS OF THE ASSIGNED ETHNIC INDIVIDUAL OR GROUP.
	Conditions - Competence will be demonstrated: • *IF THE EDUCATIONAL PLAN INCLUDES SOME TRADITIONAL FOOD PRACTICES. • *IF NUTRITIONAL NEEDS ARE MET WHILE CONSIDERING CUSTOMS AND TRADITIONS IN FOOD PREPARATION AND SERVICE. • *IF AT LEAST FIVE CULTURAL FOOD PRACTICES AND FOOD ITEMS ARE INCLUDED IN THE MENU OR EDUCATIONAL PLAN. • *IF THE EDUCATIONAL PLAN IS DOCUMENTED ACCORDING TO REQUIRED FORMAT.
	Learning Objectives a. *VALUE THE CULTURE AND TRADITIONS OF THE ASSIGNED ETHNIC INDIVIDUAL OR GROUP. b. *WORK WITH THE ETHNIC INDIVIDUAL OR GROUP AND THEIR FAMILY OR ANY OTHER SUPPORT GROUP. c. *EXPLAIN TO THE PATIENT/CLIENT AND THE FAMILY OR SUPPORT GROUP THE VALUE OF THE EDUCATIONAL PLAN TO HIS/HER HEALTH AND THOSE OF THE BABY IF PREGNANT OR LACTATING. d. *PROMOTE HEALTHY EATING PRACTICES TAKING INTO CONSIDERATION CULTURAL AND TRADITIONAL FOOD WAYS AND CUSTOMS.

Nutrition in the Life Cycle: Coordinated Practice

Learning Plan

NUTRITIONAL CARE PLAN
Learning Plan 1

Overview: **TO APPLY NUTRITIONAL CARE PLAN PRINCIPLES AS WELL AS INTERNATIONAL CORE ABILITIES IN THE CARE OF AN ETHNIC INDIVIDUAL OR GROUPS AT VARIOUS STAGES OF THE LIFECYCLE.*

Learning Objectives:

a. **VALUE THE CULTURE AND TRADITIONS OF THE ASSIGNED ETHNIC INDIVIDUAL OR GROUP.*

b. **WORK WITH THE ETHNIC INDIVIDUAL OR GROUP AND THEIR FAMILY OR ANY OTHER SUPPORT GROUP.*

c. **EXPLAIN TO THE PATIENT/CLIENT AND THE FAMILY OR SUPPORT GROUP THE VALUE OF THE EDUCATIONAL PLAN TO HIS/HER HEALTH AND THOSE OF THE BABY IF PREGNANT OR LACTATING.*

d. **PROMOTE HEALTHY EATING PRACTICES TAKING INTO CONSIDERATION CULTURAL AND TRADITIONAL FOOD WAYS AND CUSTOMS.*

Nutrition in the Life Cycle: Coordinated Practice

Learning Activities:

_____ 1. *INTERVIEW THE ASSIGNED ETHNIC INDIVIDUAL OR GROUP.

_____ 2. *ATTEND AN ETHNIC FESTIVAL.

_____ 3. *ATTEND THE HOLIDAY FOLK FARE.

_____ 4. *VISIT THE FAMILY'S COMMUNITY ORGANIZATION.

_____ 5. *PARTICIPATE IN AN ETHNIC MEAL.

_____ 6. *VISIT ETHNIC RESTAURANTS AND MARKET PLACE OR GROCERY STORES.

_____ 7. *RESEARCH THE INTERNET, ERIC, MEDLINE, AND OTHER DATABASE.

_____ 8. *READ RELEVANT RESOURCES AT THE DT DEPARTMENT ACADEMIC SUPPORT CENTER.

_____ 9. *DECIDE ON THE METHOD(S) TO CARRY OUT THE NUTRITIONAL CARE PLAN.

_____ 10. *WRITE THE COMPLETED NUTRITIONAL CARE PLAN.

_____ 11. *DISCUSS THE NUTRITIONAL CARE PLAN WITH THE INSTRUCTOR AND PEERS.

_____ 12. *TEACH THE PATIENT AND/OR THE FAMILY.

_____ 13. *DOCUMENT THE IMPLEMENTATION AND FOLLOW UP STRATEGIES.

Performance Assessment:

_____ 1. *WRITE THE NUTRITIONAL CARE PLAN ACCORDING TO REQUIRED FORMAT.

_____ 2. *PERFORM THE NUTRITIONAL CARE PLAN ACCORDING TO SELECTED METHOD(S).

_____ 3. *CRITIQUE THE IMPLEMENTATION OF THE NUTRITIONAL CARE PLAN.

_____ 4. *RECOMMEND STRATEGIES TO IMPROVE THE NUTRITIONAL CARE PLAN AND ITS IMPLEMENTATION.

_____ 5. *DOCUMENT ACCORDING TO REQUIRED FORMAT.

Food Service Management: Coordinated Practice
Course Outcome Summary

District:	**MATC-Milwaukee - Milwaukee Area Technical College**
Developer(s):	**Marietta M. Advincula**
Date:	**3/24/96**

Course Title: Food Service Management: Coordinated Practice
Course Number: 10-313-167
Credits: 2
Hours (50-minute periods): 144

	Hours in class:	**Hours outside effort:**
A. Classroom Presentation	0	0
B. On Campus Laboratory and Clinicals	0	0
C. Individualize/Independent Study	0	
D. Simulated or Actual Work Experience	144	
E. On-the-job experience	0	

Course Description:
Student applies didactic knowledge in the clinic setting, modern management techniques to select and train employees, maintain departmental records, purchase food and supplies, supervise meal service, plan meetings, analyze food service, and develop interdepartmental communications are applied in hospital and long-term health care facilities.

Course Goals:
INTERNATIONAL GOALS

TO VALUE CULTURAL DIVERSITY IN THE WORKPLACE.

TO RECOGNIZE MULTINATIONAL TRAITS AND BEHAVIOR TO PROMOTE UNDERSTANDING FOR COOPERATIVE WORK ENVIRONMENT.

Prerequisites:
313-108 and 313-124, 313-134
Concurrent registration or completion of 313-157
Overall GPA >= 2.0

Course Outcome Summary

Text/Resources:

Dietetic Technician Department, ***TEXTBOOKS AND STUDY GUIDES IN 313-108, 313-157,313-167***

ADDITIONAL RESOURCES FROM THE DT PROG ACADEMIC SUPPORT, ***DIETETIC TECHNICIAN DEPARTMENT***, MATC

Pucket and Miller, ***Food Service Manual for Health Care Institutions, 1994 Ed.***, American Hospital Publishing

Supplies:

3 Ring Binder
Spiral Notebook
Food Thermometer
White uniform and hairnet

Core Abilities:

1. ***OPERATE WITH FUNCTIONAL UNDERSTANDING OF ONE'S PERSONAL MOTIVATIONS FOR SPECIFIC BEHAVIORS IN RELATION TO OTHERS IN A MULTINATIONAL ENVIRONMENT.**
2. ***DEMONSTRATE ECONOMIC, GEOGRAPHICAL, PSYCHOLOGICAL, SOCIOLOGICAL, AND RELIGIOUS SENSITIVITY TO THE INTERDEPENDENCE AND INTERRELATEDNESS OF WORLD CULTURES.**
3. ***RECOGNIZE CULTURAL DIFFERENCES IN ORDER TO PROVIDE SUCCESSFUL NUTRITIONAL CARE.**
4. ***RECOGNIZE MULTINATIONAL TRAITS AND BEHAVIORS TO PROMOTE UNDERSTANDING FOR COOPERATIVE WORK ENVIRONMENT.**
5. ***RESPECT CULTURAL DIVERSITY AND PLURALISM IN THE WORKPLACE.**

Competencies and Performance Standards

Unit I. -Food Systems
Unit II. -Tray line
Unit III. -Continuous Quality Improvement
Unit IV. -Supervision
Unit V. -Diet Office
Unit VI. - Food Production
Unit VII. -Cafeteria/Catering
Unit VIII. -Purchasing/Ingredient Control
Unit IX. -Sanitation and Safety

Course Outcome Summary

Unit X. -*VALUING DIVERSITY IN THE WORKPLACE	
X.1 **PARTICIPATE IN THE WORK TEAM WITH ETHNIC EMPLOYEES.*	**Criteria - Performance will be satisfactory when:** • **LEARNER APPLIES LEADERSHIP STYLES AND MANAGEMENT TOOLS IN RELATING WITH ETHNIC EMPLOYEES.*
	Conditions - Competence will be demonstrated: • **IF CRITICAL INCIDENTS IN THE KITCHEN OR SERVING AREAS ARE MANAGED WITH SENSITIVITY TO ETHNIC EMPLOYEES.*
	Learning Objectives a. **VALUE CULTURAL DIVERSITY AND PLURALISM IN THE KITCHEN AND SERVING AREAS.* b. **APPLY MODERN MANAGEMENT TECHNIQUES SENSITIVE TO ETHNIC EMPLOYEES.*

Food Service Management: Coordinated Practice

Learning Plan

***VALUING DIVERSITY IN THE WORKPLACE**

Learning Plan 1

Overview: **TO APPLY SOME DIDACTIC MANAGEMENT PRINCIPLES WITH ETHNIC EMPLOYEES: TRAINING, SUPERVISION OF MEAL SERVICE, DEPARTMENTAL COMMUNICATIONS.*

**TO APPLY INTERCULTURAL, INTERNATIONAL AND CROSS-CULTURAL SKILLS IN FIELD EXPERIENCE ACTIVITIES.*

Learning Objectives:

a. **VALUE CULTURAL DIVERSITY AND PLURALISM IN THE KITCHEN AND SERVING AREAS.*
b. **APPLY MODERN MANAGEMENT TECHNIQUES SENSITIVE TO ETHNIC EMPLOYEES.*

Learning Activities:

_____ 1. **REVIEW VALUING DIVERSITY VIDEOS.*

_____ 2. **REVIEW RELEVANT MATERIALS DEVELOPED FROM OTHER COURSES AND DT PROGRAM ACADEMIC SUPPORT CENTER.*

_____ 3. **IDENTIFY CRITICAL INCIDENTS IN THE WORKPLACE INVOLVING ETHNIC EMPLOYEES..*

_____ 4. **DEVELOP A TRAINING PROGRAM.*

Food Service Management: Coordinated Practice

Performance Assessment:

_____ 1. **DEMONSTRATE SENSITIVITY TO PERSONAL TRAITS AND BEHAVIORS OF ETHNIC EMPLOYEES.*

_____ 2. **TRAINING PROGRAM IMPLEMENTED WITH SENSITIVITY TO ETHNIC EMPLOYEES*

_____ 3. **PRINCIPLES OF VALUING DIVERSITY APPLIED TO IDENTIFIED CRITICAL INCIDENTS*

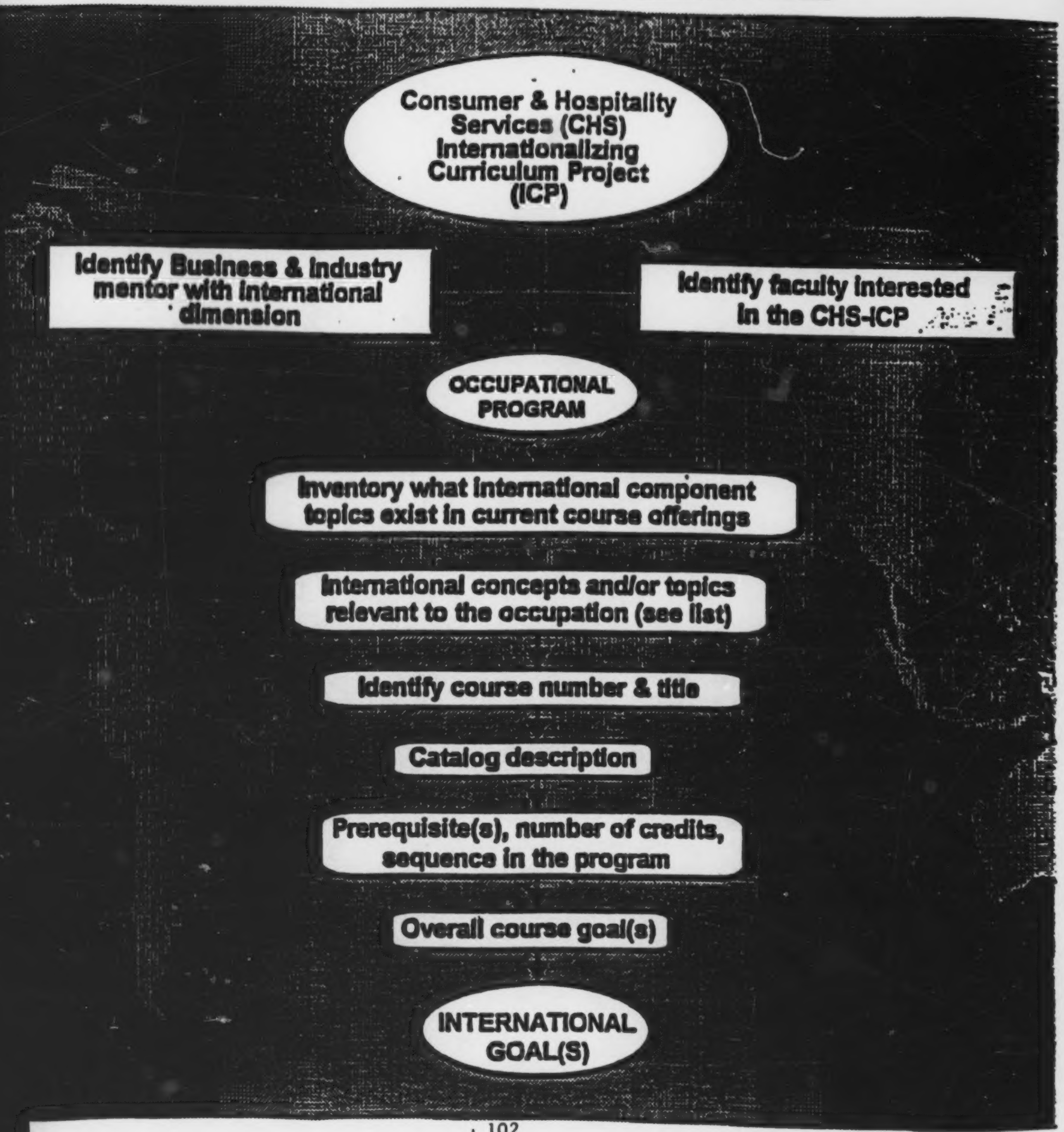
_____ 4. **DEMONSTRATE ABILITY TO APPLY INTERCULTURAL, INTERNATIONAL, AND CROSS-CULTURAL SKILLS IN WORKING WITH ETHNIC EMPLOYEES.*

_____ 5. **DEMONSTRATE THE ABILITY TO APPLY VALUING DIVERSITY PRINCIPLES BEYOND THOSE IDENTIFIED AS CRITICAL INCIDENTS.*

APPENDIXES

Appendix A

Process to Internationalize Occupational Programs in the Consumer and Hospitality Services Division


Consumer & Hospitality Services (CHS) Internationalizing Curriculum Project (ICP)
Identify Business & Industry mentor with international dimension
Identify faculty interested in the CHS-ICP
OCCUPATIONAL PROGRAM
Inventory what international component topics exist in current course offerings
International concepts and/or topics relevant to the occupation (see list)
Identify course number & title
Catalog description
Prerequisite(s), number of credits, sequence in the program
Overall course goal(s)
INTERNATIONAL GOAL(S)

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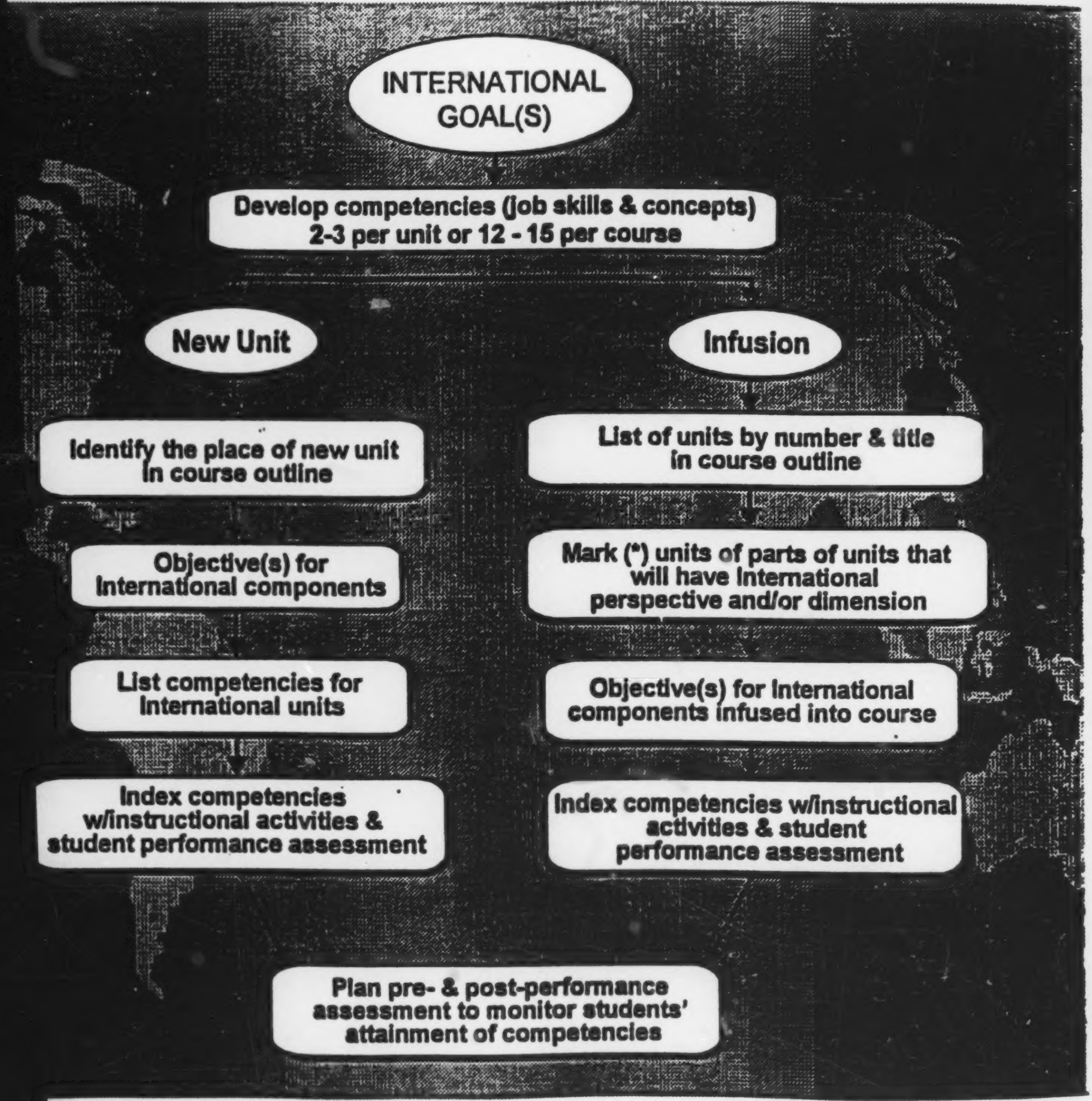

INTERNATIONAL GOAL(S)

Develop competencies (job skills & concepts)
2-3 per unit or 12 - 15 per course

New Unit

Identify the place of new unit in course outline

Objective(s) for International components

List competencies for International units

Index competencies w/instructional activities & student performance assessment

Infusion

List of units by number & title in course outline

Mark (*) units of parts of units that will have International perspective and/or dimension

Objective(s) for International components infused into course

Index competencies w/instructional activities & student performance assessment

Plan pre- & post-performance assessment to monitor students' attainment of competencies

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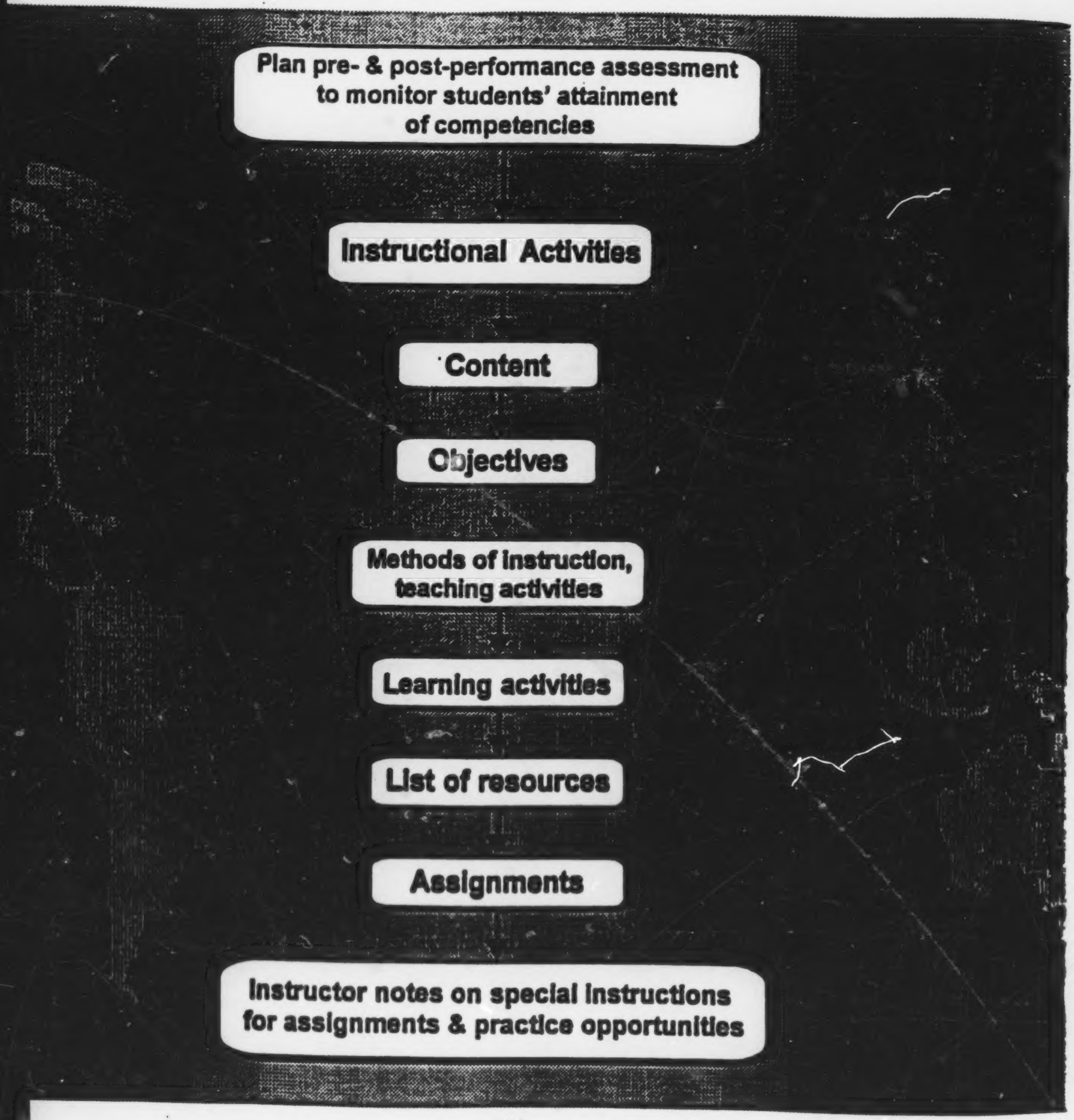

Plan pre- & post-performance assessment to monitor students' attainment of competencies

Instructional Activities

Content

Objectives

Methods of instruction, teaching activities

Learning activities

List of resources

Assignments

Instructor notes on special instructions for assignments & practice opportunities

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Instructor notes on special instructions for assignments & practice opportunities

Bibliography - lists of texts & other materials used by students & that instructor used to develop the unit(s) or course

Index tests & measures of performance with list of competencies

Develop record keeping method to report & analyze effectiveness of instruction

Report students' performance

Evaluate the success of the Internationalizing Curriculum Project

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Appendix B

Wisconsin Instructional Design System

User's Manual

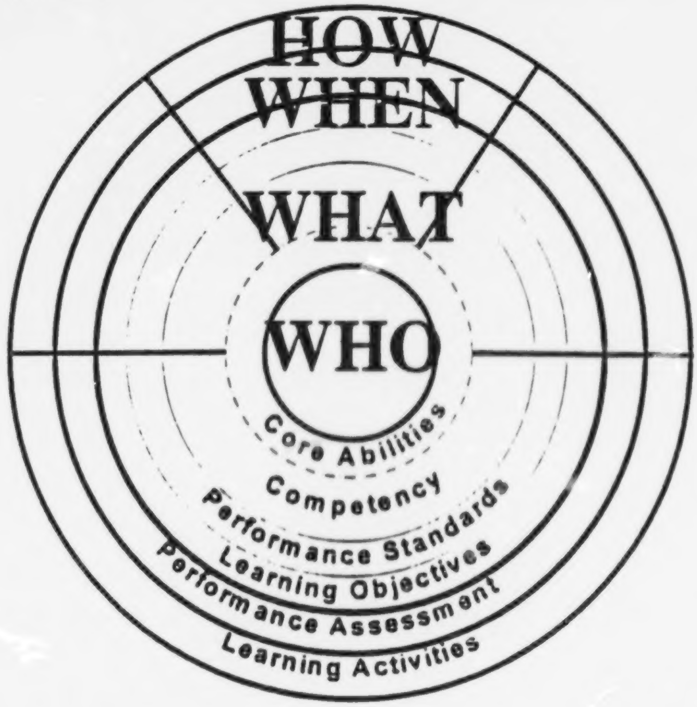
WIDS

Instructional Designer

Wisconsin Technical College System Foundation, Inc.

The WIDS Model

Performance-based instruction helps make the link between what is taught and the skills learners will actually apply in their jobs or life roles. The Wisconsin Instructional Design System (WIDS) integrates theory and practice in instruction into a practical model that makes sense to frontline educators.



The WIDS Course Model is represented as a disk and features the critical elements of performance-based instructional design.

A course is composed of several learning plans. Each learning plan will simply state WHAT primary skills the learner will accomplish, HOW they may learn it, and how learners will demonstrate WHEN they have achieved it. The WHO in any curriculum is the learner.

The WHAT are the core abilities, competencies, their performance standards, and learning objectives. The model infuses broad, transferable skills called core abilities (skills like communication, problem-solving, and critical thinking) into content rich instruction. They address abilities, talents, and skills that are transferable and go beyond the context of a specific learning experience or course. A competency is a major skill or ability needed to perform a task effectively and efficiently. They are instructional outcomes that are stated in observable, measurable terms telling learners what they will be able to do as the result of a given learning experience. Each competency has a list of performance standards which are observable and measurable criteria and conditions of the performance assessment. The learning objectives are supporting skills, knowledge, and attitudes that lead to mastery of a competency. They serve as benchmarks.

The performance assessment strategies tell learners how they will demonstrate WHEN they have mastered the competency(ies).

Learning activities are statements that tell learners HOW they may learn the competencies by describing an activity designed to help master specific learning objectives and the competency(ies).

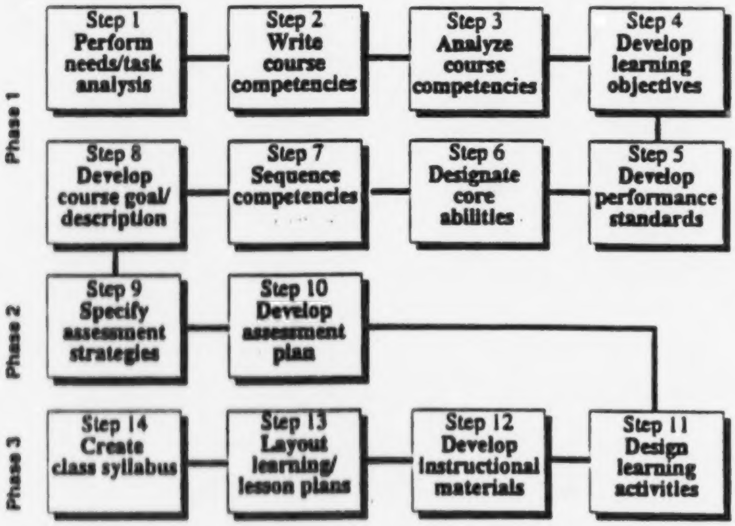
Flexibility within the model makes it adaptable to varied instructional intents and missions--both academic and technical.

Course Development Process

Three phases make up the course development process. Each of these phases can be broken down into steps. The steps can be performed in almost any order. Phase 1 determines the WHAT of the instruction. Phase 2 determines the WHEN (performance assessment). Phase 3 determines the HOW of the instruction. Remember, the WHO is essential and will be central to all the phases.

The Course Development Flowchart below is just a guide for developing instruction. After you write the competencies for your learning experience, Step 2, you may perform many of the remaining steps in any order.

Course Development Flowchart


Phase 1
Step 1 Perform needs/task analysis
Step 2 Write course competencies
Step 3 Analyze course competencies
Step 4 Develop learning objectives
Step 8 Develop course goal/ description
Step 7 Sequence competencies
Step 6 Designate core abilities
Step 5 Develop performance standards
Phase 2
Step 9 Specify assessment strategies
Step 10 Develop assessment plan
Phase 3
Step 14 Create class syllabus
Step 13 Layout learning/ lesson plans
Step 12 Develop instructional materials
Step 11 Design learning activities

Tools for Instructors

Wisconsin instructors and curriculum specialists have two new tools to help them create a performance-based curriculum. The sixteen Wisconsin Technical College districts formed a partnership with the Wisconsin Technical College System (WTCS) Foundation and the Wisconsin Technical College System (WTCS) Board to develop an instructional design software package and video-based professional development course.

Software

The WIDS Instructional Designer software serves as a tool for teachers and trainers to create study guides and training manuals that include core abilities, competencies, performance standards, learning objectives, learning activities, and performance assessment statements. Later versions of the software will offer analysis of instructional design and infusion of core abilities into learning plans and assessment. It will also support the development of performance assessment tasks, personalized course syllabi, articulation plans, along with DACUM charts, program task lists and curricula.

Video-based Course

The Wisconsin Technical College System is also creating a video-based professional development course entitled *Instructional Design and Planning*. The course complements the computer software. Intended as a "how to" guide for frontline educators and trainers, *Instructional Design and Planning* gives practical reasons, examples, and guidelines for developing performance-based instructional materials.

The video-based course is designed to enable teachers, trainers, and instructional designers to complete their course work at home or in their work places. The course design team is framing the course as a complete learning package, including both video and print materials, to ensure that it will represent sound distance learning practice. They suggest that the course be supported by a facilitator who will provide feedback on assignments, and assist learners in person, via mail or phone. Unit 1--Designing Courses is completed and available for purchase. Unit 2--Creating Assessment and Learning Strategies will be available in September 1995.

Who is WIDS Designed For?

Technical Colleges

Primary partners in this endeavor are the sixteen technical college districts, the WTCS Board, the WTCS Foundation, and GE Medical System Institute in Milwaukee. Though the software and the video course are being targeted primarily for technical college faculty and staff members, a broader audience is anticipated, as schools and businesses increase their efforts to respond to today's environment which calls for accountability and expanded attention to quality customer service.

K-12

As public school districts recognize the centrality of performance-based instruction to School-to-Work, Tech Prep, Youth Apprenticeship, authentic assessment and other school reform efforts, they are seeking strategies to help them meet new curricular challenges. Ripon High School in Ripon, Wisconsin, has served as a pilot public school. Two Ripon teachers have participated in the design process as members of the WIDS Advisory Team from its inception. In addition, a Tech Prep pilot project is bringing the WIDS model, software, and telecourse to as many as 62 high schools.

Business and Industry

GE Medical Systems Institute has an enviable track record for using performance-based instruction to increase efficiency and customer service. As leaders in their training department look to the future, they anticipate the need to go beyond platform training by applying the principles of adult learning and instructional design to accomplish their goals. The GE Medical Systems Institute Training and Development Department has served as an advising partner in the development of the software and video-based course throughout the project.

GE Medical Systems Institute is also working in partnership with the WTCS Foundation to produce the video portion of the Instructional Design and Planning telecourse on site at GEMS TV. By involving members of the business community at these developmental stages, project designers hope to extend the application of both products beyond the educational classroom to the workplace.

Practice

Directions: Choose a course that you would like to develop or revise as the project for this workshop. Write a brief description of your target learners, the course, and its delivery environment. In the table below, assess your task by indicating the status of each curriculum component. If the component exists, place an X in the Revise column. If it doesn't exist, mark an X in the Develop column.

Target Learners:

____
____
____

Course:

____
____

Delivery Environment: ____________________

Curriculum Checklist:

COMPONENT	REVISE	DEVELOP
Competencies		
Learning Objectives		
Performance Standards		
Core Abilities		
Course Goal(s)		
Course Description		
Performance Assessment Task		
Learning Activities		

Compiling a Course Outcome Summary

The course outcome summary document is an important product in the instructional design process, but the task is simple since you have developed most of the elements that go into it.

This chapter describes how to develop course goals and a course description. The general principles discussed are:
- Purpose of a Course Outcome Summary
- Components of a Course Outcome Summary

Skills

In this chapter, you will develop the following skills.
- Quick Formatting
- Designing a Report
- Designing a Topic
- Formatting a Topic
- Formatting competencies
- Laying out a page
- Opening a Report Template
- Saving a Report Template
- Zooming

Pre-questions

What is a course outcome summary?
How is a course outcome summary used?
What is included in a course outcome summary?

Definition of Terms

You will need to know the following terms to fully understand the material discussed in this chapter.

competency	a major skill, knowledge, attitude, or ability needed to perform a task effectively and efficiently. They are the intended outcome of learning experiences and describe WHAT you want learners to be able to do.
conditions	describes the situation in which performance will be assessed.
core abilities	broadest outcomes, skills, or purposes that are addressed throughout instruction rather than in one specific unit or lesson. They address abilities, talents, and skills that are transferable and go beyond the context of a specific learning experience or course.

course	a titled, formal learning experience. In performance-based instruction it is defined by prescribed outcomes, and includes feedback and/or assessment of performance.
course description	explanation that summarizes the intended outcomes, scope, and purpose in general terms for a course or other learning experience.
course goal	written as a performance statement, the course goal should give a concise picture of the over-all purpose of the course or learning experience.
course outcome summary	official, non-proprietary information about a course or other learning experience that documents course approval number, title, credits, potential hours of instruction, configuration, course description, prerequisites, text/resources, course goals, competencies, and performance standards.
criteria	established specifications by which performance of a target competency is evaluated. Performance criteria provide the basis for judging if performance is acceptable. Criteria may be developed to assess a process, a product, or both a process and a product.
outcomes	results of instruction. In PBI intended outcomes are core abilities, competencies, and learning objectives.
performance assessment	the process of determining that learners can perform instructional outcomes or targets. Performance assessment requires learners to generate rather than choose a response. They should be criterion-referenced which means that performance is measured according to pre-established standards.
performance assessment statement	specifies for learners the performance assessment task they must complete in order to demonstrate achievement of one or more competencies.
performance assessment task	assignment learners must do to demonstrate achievement of one or more competencies. It includes a checklist or rubric, and a scale.
performance standard	observable and measurable criteria and conditions of performance assessment.
unit	a logical segment of instruction formed by either a major competency or a group/cluster of related competencies.

Video Lesson

If you are reading this guide for the first time or if you need to review and practice the basic principles for compiling a course outcome summary, view Lesson 7--Sequencing and Course Outcome Summaries from the ***Instructional Design and Planning*** Video Course.

What is a course outcome summary?

A course outcome summary is the official, non-proprietary information about a course that documents course data, course description, course goals, competencies, performance standards, prerequisites, and text/resources.

Purpose of a course outcome summary

Course outcome summaries can be used in several ways. They can be used for:

a. the official school or training organization's documentation for the description of the course;
b. articulation;
c. advanced standing decisions;
d. information for employers;
e. collaboration between teachers and schools, and between trainers and training organizations;
f. credentialing programs or graduates.

Course outcome summaries can also be used for the learner's portfolio or credentials.

Components of a course outcome summary

Below is a list of some of the topics and items you may want to include in your course outcome summary. You may refer to the samples in Appendix A to see how they may be placed in a document.

- Course Data
    - course title
    - course number
    - number of credits
    - potential hours of instruction
    - hours "in class" and hours "outside class" by instructional classification
- Course Description
- Course Goal
- Course Prerequisites
- Texts/Resources
- Supplies and Equipment
- Core Abilities
- Competencies
- Performance Standards
    - criteria
    - conditions

Course Outcome Summary Report

A report is the information you input in WIDS Instructional Designer all organized and formatted to fit your needs. The report retrieves the information from the database and presents it as meaningful information that you can use and distribute.

To help you create a course outcome summary report, WIDS provides a default template that you can use as it is or you may refine the template to meet your own specifications.

Detailed Directions

The step-by-step directions that follow will give you practice with the basics of WIDS. The steps in this section are organized as follows:

- Installing WIDS
- Starting WIDS (Logging-on)
- Opening/Creating a Course
- Accessing a Library
- Checking Spelling
- Accessing On-line Help
- Saving a Course
- Exiting WIDS

Installing WIDS

WIDS Instructional Designer software contains all the files necessary to run WIDS, but they are stored in a compressed format. To decompress the files and install WIDS on your hard drive, you must run the WIDS Setup program.

To set up WIDS Instructional Designer,

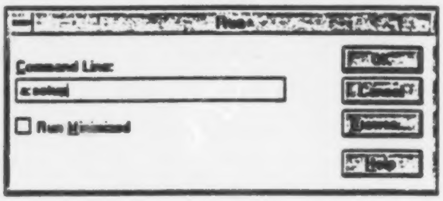
1 Start Windows.

2 Insert Disk 1 into Drive A (or Drive B).

3 In the Windows Program Manager, choose Run from the File menu.

Windows will display the Run dialog box.

4 Type **a:setup** (or **b:setup**) in the Command Line box.



5 Choose OK.

6 Follow the setup instructions on the screen.

The WIDS Setup program will place files in your Windows\System directory and on the directory designated in the Setup window. It will also create a program group called **Wisconsin Instructional Design System** and a program icon for **WIDS Course Designer** in Windows.

Starting WIDS

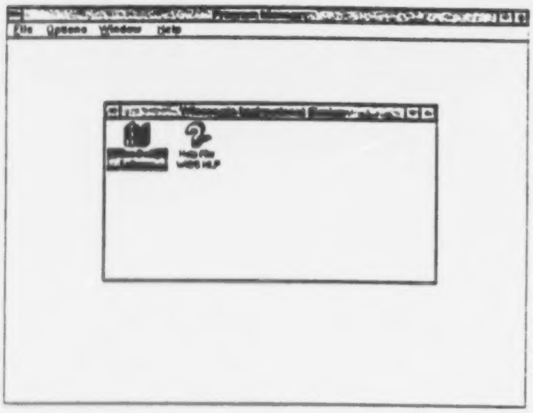
You start WIDS in the same way you start other Windows applications.

To start WIDS,

1 Start Windows, it not already started.

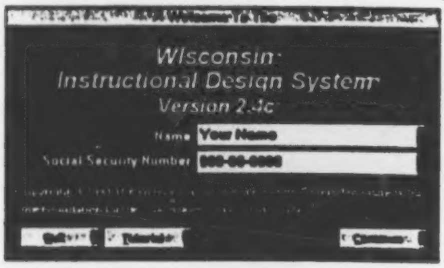
2 Double-click on the **Wisconsin Instructional Design System** group icon.

The WIDS group will open.


File
Options
Window
Help

3 Double-click on the **WIDS Course Designer** program icon.

The WIDS Course Designer will display the opening window, then the Welcome dialog box.


Wisconsin
Instructional Design System
Version 2.4c

Name Your Name

Social Security Number 000-00-0000

BEST COPY AVAILABLE

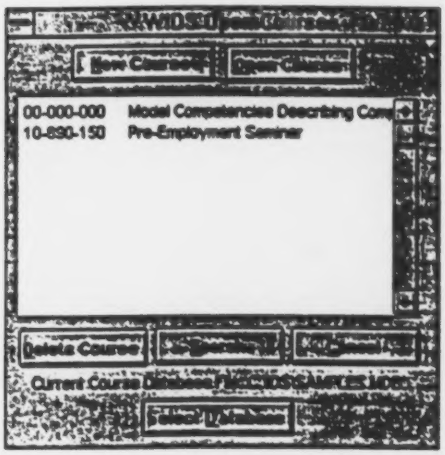
Opening/ Creating a Course

All courses created in WIDS are stored to a database file that you may reopen at anytime. The default database file name is course25.mdb. You may save one or more courses in a database file, and you may create as many database files as you need.

To open a course,

1 If necessary, start WIDS (or, if WIDS is already running, choose Open Course from the File menu).

WIDS will display the Open Course dialog box with the list of courses in the current database.



00-000-000 Model Competencies Describing Com
10-890-150 Pre-Employment Seminar

2 Double-click on the name of the course you want to open (or click on the name then click on **Open Course**).

WIDS will open the course and display the course's competency list.

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Appendix C

Academic Support Resources for the Dietetic Technician Internationalization of Curriculum Project

BOOKS, JOURNAL ARTICLES, PAPER PRESENTATIONS

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"Bringing worlds together: Internationalizing the curriculum through focused interaction."

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"Moving along the path to educational excellence for a quality workforce," York, D.

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OTHER RESOURCES

VIDEOS, COMPUTER PROGRAMS, TRANSPARENCIES

"Eat for life," The American Heart Association, Video.

"High-low context characteristics," M. Advincula, Transparencies.

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"Socio-cultural aspects of food behavior," M. Advincula, VHS.

American Indian Affairs, Omie, Baldwin, University of Wisconsin Medical School, Madison, WI.

Bilingual Programs (MATC), Room M222, 297-7329.

English as a Second Language (MATC), Room C333, 297-6813, 6578.

Institute for American Pluralism, The American Jewish Committee, 55 East Jackson Blvd., Chicago Il 60604, (312) 663-5400.

International Education Committee (MATC), Room M242, 297-6747

International Education Resources (MATC), Faculty Resource Center, M275, 297-6259.

List of members of the European Federation of the Association of dietitians.

List of ethnic food stores in the greater Milwaukee area.

List of ethnic community based organizations (CBOs).

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List of members of the Asian Congress of Dietetics.

Multicultural Resource Center (MATC), Room M238, 297-7091.

National Center for Nutrition and Dietetics, The American Dietetic Association Foundation, 216 W. Jackson Blvd., Chicago, IL 60606, (312) 899-0040.

Appendix M

Academic Support Resources for the Dietetic Technician Internationalization of Curriculum Project

BOOKS, JOURNAL ARTICLES, PAPER PRESENTATIONS

Advincula, M. M. (1993, June). Cultures, changes, choices and challenges. Paper presented at the National Annual Meeting of the American Home Economics Association, Orlando, FL.

Advincula, M. M. (1995). Asian lifestyles and social customs. Paper presented at the MATC Coordination Day and Consumer and Hospitality Services Division Meeting, Milwaukee, WI.

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"An Italian American looks back," J. Giordano.

"Cultural conditioning."

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"Ethnic differences within and among groups."

"Filipino spirituality, faith and culture," Jaime Bulatao.

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"Global interdependence: the United States and the third world."

"Going global: How colleges deliver programs internationally."

"How lifestyles and social customs differ."

"Institutional commitment to cultural diversity," Harris, Z.

"Issues and Implications." Occupational Outlook.

"Bringing worlds together: Internationalizing the curriculum through focused interaction."

"Learner characteristics."

"Moving along the path to educational excellence for a quality workforce," York, D.

"Native American cultural awareness."

"Outreach to culturally diverse audiences through communication and networking."

"Planning business lunch in a foreign country."

"Profile of Asian and Pacific Island Americans," W. Ching.

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"The myth of the melting pot."

"The greater challenge," (1990). Teacher Magazine.

OTHER RESOURCES

VIDEOS, COMPUTER PROGRAMS, TRANSPARENCIES

"Eat for life," The American Heart Association, Video.

"High-low context characteristics," M. Advincula, Transparencies.

"Internationalization of the Dietetic Technician Program in the Consumer and Hospitality Services Division (MATC)," M. Advincula, Power point and Astound computer software programs, Transparencies.

"On the continuum from high to low context, certain cultural and gender groups, as well as individuals, tend to be located at different points on the continuum," M. Advincula, Transparencies.

"Socio-cultural aspects of food behavior," M. Advincula, VHS.

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National Center for Nutrition and Dietetics, The American Dietetic Association Foundation, 216 W. Jackson Blvd., Chicago, IL 60606, (312) 899-0040.

Appendix N

Summative Committee

Lourdeen Huhra, Co-chair, International Education Committee

Keith Roberts, Co-chair, International Education Committee

Richard Muirhead, Member, International Education Committee

Marietta M. Advincula, Member, International Education Committee

Pat Tahara, Coordinator, CHS Internationalizing Curriculum Project

Vivian Attipetty, Instructional Design Specialist, Instructional Design Department, MATC

Appendix O

WTCS First Annual Summer Institute on Internationalizing Curriculum

June 5 - 7, 1996

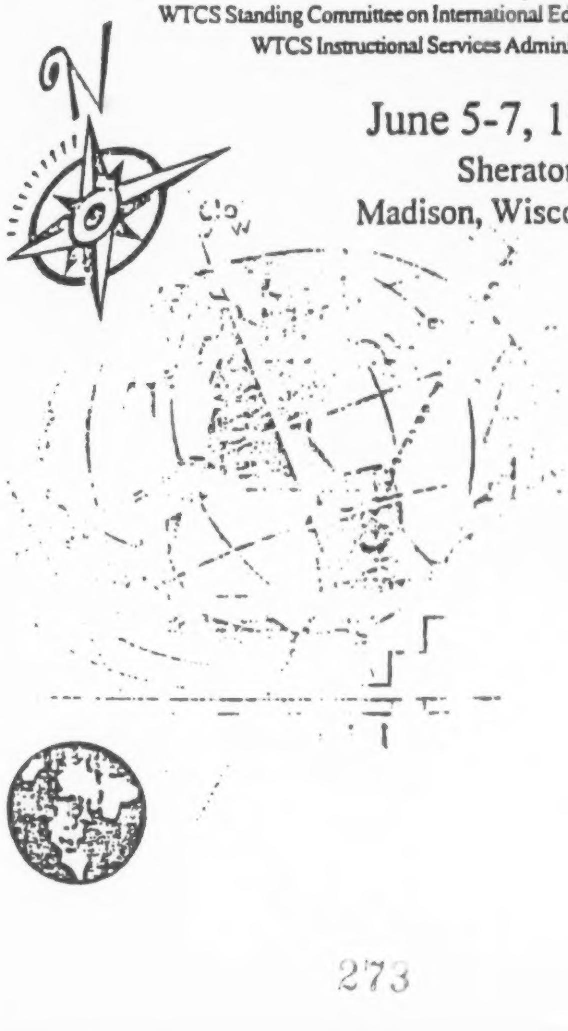
First Annual

Wisconsin Technical College System (WTCS)

Summer Institute on Internationalizing Curriculum

Sponsored by
WTCS Standing Committee on International Education
WTCS Instructional Services Administrators

June 5-7, 1996
Sheraton Inn
Madison, Wisconsin



Summer Institute on Internationalizing Curriculum

The WTCS Standing Committee on International Education invites you to participate in our first annual Summer Institute on Internationalizing Curriculum. The Standing Committee, composed of 29 representatives from all 16 WTCS districts, was established in 1994 to facilitate internationalization throughout the WTCS. The committee works in the areas of curriculum development, staff development, student development and business/industry training.

Through participation in the Summer Institute, you will have the opportunity to:

- Work with your colleagues to develop international and multicultural competencies and curricula for courses that you teach.
- Find out more about international professional development opportunities for yourself and your students, both within the U.S. and abroad.
- Review the results of the International/Multicultural World of Work Skills DACUM conducted in March 1996.
- Get involved with WTCS international education projects.
- Learn more about international and multicultural activities within the WTCS colleges.
- Develop a plan to promote international and multicultural education at your college.
- Increase your own international and multicultural awareness.

Who Should Attend?

Faculty from all disciplines
Instructional Administrators
Curriculum Development Specialists
Economic Development Officers
Coordinators of Faculty Development Programs
Diversity Coordinators
Anyone interested in international or multicultural education

Wednesday, June 5, 1996

9:00 a.m. - noon	**Registration**
10:00 a.m. - noon	**Pre-conference Roundtable Sharing Sessions** Health Occupations General Education Business Technical and Industrial Police/Fire/EMS Human Services/Home Ec Agriculture Marketing Basic Skills Hospitality Services/Programs for Business & Industry
Noon - 1:30 p.m.	**Luncheon and Keynote Speaker** Welcoming Remarks - ***Dwight York**, WTCS State Director* Made in Wisconsin - For the World - ***James Haney**, President, Wisconsin Manufacturers and Commerce*
1:45 - 2:00 p.m.	**History and Vision of the WTCS Standing Committee on International Education** ***R. Laurence Schoenberger**, Executive Vice President, WCTC/Co-Chair, Standing Committee*
2:15 - 3:00 p.m.	**Report out on the WTCS International/ Multicultural World of Work Skills DACUM and Introduction to Curriculum Development Sessions** ***Claudeen Oebser**, Curriculum Development Specialist, WITC*
3:00 - 4:00 p.m.	**Business and Industry Panel Presentation** Panel members will address the DACUM results and discuss their needs in terms of our curriculum.
5:00 p.m.	**Reception (cash bar)**
6:30 p.m.	**Dinner on your own**

Participants in these sessions will share their ideas, strategies, accomplishments, and challenges in internationalizing curriculum.

Thursday, June 6, 1996

7:45 - 9:00 a.m. **Informal Breakfast Meetings**

Facilitators will lead informal discussions on the following topics:

WTCS/Scotland Exchange Program
International Grants
Russian Exchange Program
Opportunities in Africa
Opportunities in Mexico
International Police Training
Developing Advocacy for International Education at your Campus
Opportunities for Student Study Abroad
Experiences with a Student Exchange Program in Denmark
Status of International Business Programs in Two-Year Colleges
Developing Partnerships with Four-Year Colleges

9:00 - 10:30 a.m. **General Session**

Diversity and International Education: Two Chapters in the Same Book.
Dr. Robert Shuter, Marquette University

10:45 a.m. - 12:15 p.m. **Curriculum Development Session I**

Curriculum facilitators will lead a discussion of how the international/multicultural DACUM duties and tasks can be connected to course outlines from specific disciplines. Participants will gain a beginning understanding of how these tasks can be utilized to develop specific international/multicultural competencies in all courses.

12:15 - 1:15 p.m. **Luncheon**

1:30 - 3:45 p.m. **Breakout Sessions**

Session A
1:30 - 3:45 p.m.
Overview of the Globalization of Business Activities and Current Trends in International Business

Dr. S. Tamer Cavusgil, Professor of Marketing and Director of the Center for International Business, Michigan State University

Session B
1:30 - 2:30 p.m.
Developing Educational and Training Opportunities in Eastern Europe: A Project Report
Tim Mero, NTC
Walt Peters, WITC
Bill Rockwell, WTCS State Office

Thursday continued

Session C
1:30 - 2:30 p.m.
How to Obtain a Fulbright Grant: Experiences of WTCS Faculty Members
***Charlie Dee**, MATC-Milw*
***Rose Ann Findlen**, MATC-Madison*
***Steve Mitchell**, WCTC*
***Craig Nauman**, MATC-Madison*
***Rich Uspel**, WCTC*

Session D
1:30 - 2:30 p.m.
A Model for Internationalizing Curriculum
***Marietta Advincula**, MATC-Milw*

Session E
2:45 - 3:45 p.m.
Using the Internet to Internationalize Your Classroom
***Doug Kornemann**, MATC-Milw, moderator*
Panel of Faculty Using Internet in the Classroom

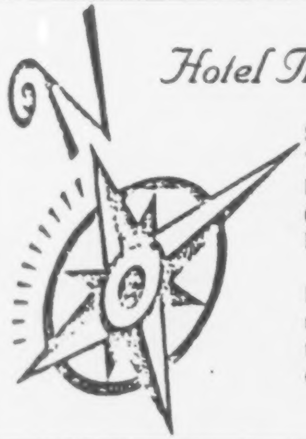
Session F
2:45 - 3:45 p.m.
Developing an International Education Program
***Marilyn McKnight**, Forest Home Elementary School*
***Curt Creager**, MATC-Madison*

4:00 - 5:00 p.m. **Curriculum Development Session II**

Small groups of faculty will work with curriculum facilitators in a brainstorming discussion on where and how the international/multicultural DACUM tasks can be integrated into the subjects they teach. Instructors should bring their course outlines, summaries and syllabi to this session.

6:00 p.m. **Dinner (cash bar) and Madisalsa**

A Latin jazz/salsa dance band. Bring your dancing shoes. Free Salsa dance lessons before the music begins. Extra tickets for guests for the evening are available for $25.



Hotel Information

Sheraton Inn - Madison
706 John Nolan Drive
Madison, WI 53713
(608)251-2300
FAX(608)251-1189

Room rates are $49 single and $60 double. Participants must make their own room reservations; please indicate that you are with the WTCS International Education conference. Rooms will be held until May 16.

Friday, June 7, 1996

7:45 - 9:00 a.m. **Informal Breakfast Meetings**

Facilitators will lead informal discussions on the following topics:

- WTCS/Scotland Exchange Program
- Teaching in China
- Enrollment of International Students
- Cultural Diversity Curriculum
- Experiences in Pre-War Yugoslavia
- *Inside the Global Economy* telecourse
- Banking and Education in Russia
- Short-Term International Faculty Development Programs
- Opportunities in Europe
- Opportunities in South America.

9:00 a.m. - noon **Curriculum Development Session III**

In this working session, faculty will modify their course materials to incorporate one or more of the DACUM tasks. This may be shown at the learning objective level within the learning activities section, and/or as a core ability for an entire course. Curriculum facilitators will serve as a resource to accomplish this work. (Reminder: Bring your curriculum materials with you.)

12:00 - 1:15 p.m. **Conference closing, lunch and speaker**

The Importance of International Education to the WTCS
Dr. Robert Ernst, President, NTC

1:30-4:00 p.m. **Meeting of the WTCS Standing Committee on International Education**

Registration Form, please fill out both sides

Name ______________________________

Title ____________________ Department ____________

College ______________________________

Street Address ______________________________

City, State, Zip ______________________________

Phone ______________________________

Appendix P

Dietetic Technician\Dietary Manager Advisory Committee

April 23, 1996

ABRIDGED

MEMBERS
Karen Fowler, House of Correction
Mary Maxey, Wisconsin Lutheran Care Center
Barbara Fortier (for Amanda Qualls)
Anne Bender, West Allis Memorial Hospital
Geraldine Carter, Consultant
Anna Hill, UW-Extension
Marianne Koch, St. Mary's Hospital
Patty Latham, Wis. Div. of Health, Milw. SE Region
Robert McCrory, Colonial Manor

MATC REPRESENTATIVES
Marietta Advincula, Dean, CHS
Marcia Arndt, Interim Associate Dean, CHS
Marian Benz, Instructor, CHS
James Nault, Counsellor, CHS

CALL TO ORDER
This meeting was chaired by Robert McCrory who called the meeting to order at 7:45 a.m. Mr. McCrory began the meeting with a welcome, and introductions were exchanged.

ADDITIONS TO AGENDA
No additions to agenda were proposed.

Internationalization of the Curriculum Presentation

Dean Marietta Advincula gave a presentation on the Internationalization of the Dietetic Technician/Dietary Manager curriculum at their advisory committee meeting on April 23, 1996 at MATC's Milwaukee Campus.

Dean Advincula stated that there were four focus groups developed to acquire input for the internationalization project. The Dietetic Technician/Dietary Manager program graduates were included in this process. Also included were people from the private sector and faculty. MATC had been given a grant to introduce internationalization of the curriculum. However, the Consumer and Hospitality Services Division had already started to internationalize the curriculum. Since grant monies were now available to pay the faculty for their work, the division decided to internationalize all the curricula in the CHS division.

Dean Advincula stated that there is a need for students to experience working with multinational workforce, patients and clients. To this end, international components have been developed in the area of community nutrition, including such things as acculturation, traditional/cultural food choices, communication and meal planning. She noted that it's important for clients to get that added personal touch, for the students to show genuine interest in the person.

Some resources for students to get additional information are: organizations, library, internet, local speakers, ERIC, CBOs, journals, magazines, brochures, books, ESL students, and the International Education committee.

Dean Advincula reviewed with committee members some of the benefits to internationalize the Dietetic Technician program. She also presented barriers to this internationalization project as discussed in the focus groups:

Dean Advincula emphasized the importance of being able to understand our own feelings before we can be able to understand how others may feel. She noted that we are all part of a "global village" and that students would benefit from the development of these abilities.

Dean Advincula developed, through the Wisconsin Instructional Development System, a course outcome summary for *Nutrition in the Life Cycle* (an internationalized course through infusion). Along with the complete packet of this presentation which Dean Advincula distributed to committee members this course outcome summary may be found--included with Appendix L--in its entirety. Dean Advincula stated that in approximately two years, after graduating the current students, it would be a good time to have another focus group meet.

Patty Latham and other committee members commended Dean Advincula for her excellent work and for this presentation. She further added that this is a need in the training of dietetic technicians as patients, clients and employees or staff are increasingly becoming multinational. It was very well presented and brought out specific issues related to the internationalization of the curriculum. Members applauded Dean Advincula for her presentation.

The members of the advisory committee and the faculty accepted and approved the report for implementation starting Fall 1996 and as courses are offered in the curriculum and evaluation after two years of implementation. It was further recommended to provide the members with the 15 Technical courses internationalized for further input and to help faculty implement the project. The faculty agreed to implement the recommendations.

Respectfully submitted,

Anna Gizewski, Recording Secretary

BIOGRAPHICAL SKETCH OF STUDENT

Marietta M. Advincula-Carpenter

Marietta M. Advincula-Carpenter is currently Dean of the Consumer and Hospitality Services Division at the Milwaukee Area Technical College in Wisconsin. She taught in the field of Nutrition, Dietetics and Food Service Management at the University of the Philippines, University of Illinois in Chicago and Malcolm X College (City Colleges of Chicago). While at the University of the Philippines, she served as a Nutrition Consultant for the UNICEF Applied Nutrition Programs in the Philippines. Advincula-Carpenter served as Chief Clinical Dietitian at Weiss Memorial Hospital and Assistant Food Service Director at the University of Illinois Hospital in Chicago. Prior to her current position, she was Assistant Dean for Continuing Education at Truman College (City Colleges of Chicago).

Advincula-Carpenter received her Bachelor's degree in Home Economics (major in Nutrition and Dietetics) at the University of the Philippines, Master's degree in Hospital Dietetics at the University of Kansas Medical Center, Certificate in Health Care Management at the University of Illinois in Chicago, and Dietetic Internship from the University of Minnesota Medical Center and the University of the Philippines-Philippine General Hospital.

Elected to Phi Kappa Phi, she was listed in the Who's Who of American Women (1987, 1988, 1989), Who's Who in American Education (1992), and Who's Who in the World (1989). In 1987, Advincula-Carpenter was awarded the Outstanding Award in the Field of Education by the following two organizations: Cavite (Philippines)

Association of America, and the Midwest Regional Networking Together Minority Women's Organization.

Advincula-Carpenter continues her ministry to her church and community as well as her commitment to her husband, children, grandson, and her work at the Milwaukee Area Technical College.